DOCUMENT RESUME

ED 284 692 RC 016 096

TITLE	Innovative Programs, Research & Technologies in Rural Education. Exposition 86. Proceedings of the Annual Conference of the National Rural & Small Schools Consortium (Bellingham, Washington, October 7-10, 1986).
INSTITUTION	Western Washington Univ., Bellingham. National Rural Development Inst.
PUB DATE	86
NOTE	1,047p.
AVAILABLE FROM	National Rural Development Institute, 359 Miller Hall, Western Washington University, Bellingham, WA 98225 ($35.00; $30.00 for quantity orders).
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF07/PC42 Plus Postage.
DESCRIPTORS	*Curriculum Development; Delivery Systems; *Educational Innovation; Educational Research; Educational Technology; Elementary Secondary Education; Higher Education; Policy Formation; Politics of Education; Program Descriptions; Program Evaluation; *Rural Education; *Rural Environment; Rural Extension; Rural Family; School Administration; *Small Schools; Special Education; Teacher Education

ABSTRACT

Texts of speeches delivered before general sessions and abstracts of papers presented in concurrent sessions are collected in this document which also contains the conference program, a directory of presenters, and the 13 conference cosponsors' recommendations for enhancing the quality of rural and small school education. The six addresses to the general sessions are given by policy makers of the Mellon Foundation, the National Endowment for the Humanities, the U.S. Department of Education, the National Council on Vocational Education, and the National Information Clearinghouse on Handicapped Children and Youth. Topics include innovative programs, school/college collaboration, educational politics, and serving rural handicapped students. There are some 89 concurrent presentations represented by an abstract or summary or, in some cases, the complete paper with references, questionnaires, and other supporting documents. The program indicates which major conference topics apply to each presentation. The 33 conference topics include abuse/neglect/crisis intervention, administrative issues, adult learning, alternative education, creative arts, community involvement, cooperative extension programs, cross-cultural programs, curriculum and instruction, private school programs, inservice training, family programs, research in rural education, appropriate technology, new teacher needs, preservice programs, recruitment and retention practices, vocational planning, and program evaluation. (JHZ)

MAR 1987

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National Rural and Small Schools Conference

CONFERENCE PROCEEDINGS

1986

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CONFERENCE PROCEEDINGS

NATIONAL RURAL AND SMALL SCHOOLS CONSORTIUM

OCTOBER 7 - 10, 1986

Exposition '86:

Innovative Programs, Research & Technologies in Rural Education

October 7 - 10, 1986
Western Washington University
Bellingham, Washington

annual conference of the
National Rural & Small Schools Consortium

cosponsored by
American Association of Adult and Continuing Education
American Association of Colleges for Teacher Education
American Association of State Colleges and Universities
American Occupational Therapy Association
American Speech-Language-Hearing Association
Council of Chief State School Officers
ERIC/Clearinghouse for Rural and Small Schools
National Association of Elementary School Principals
National Association of School Psychologists
National Association of Secondary School Principals
National Education Association
National Middle Schools Association
National Rural Development Institute

in cooperation with
United States Department of Education

Welcome to the 1986 annual NRSSC conference. We wish you a productive, enlightening, and enjoyable meeting!

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Western Washington University Map ..... back cover

ABBREVIATIONS: MAJOR CONFERENCE TOPICS

Abuse/Crisis	Abuse/Neglect/Crisis Intervention
Accred/Cert	Accreditation/Certification Issues
Admin	Administrative Issues
Adult	Adult Learning
Alt Ed	Alternative Education
Arts	Creative Arts Music, Visual, Theatre, etc.
Comm	Community Involvement/Awareness
Coop Ext	Cooperative Extention Programs
X Cult	Cross-Cultural Programs and Services
Curric	Curriculum and Instruction
Diag	Diagnostic/Assessment (of individuals)
Eval	Evaluation (of programs)
Gifted	Gifted and Talented Programs
Grad/New	Graduate/New Teacher Needs
Inserv	Inservice Programs
Interdis	Interdisciplinary Training
Internat	International Perspective
Legis	Legislative Issues and Policy
Parapro	Paraprofessional and Volunteer Training
Parent	Family/Parent Programs
Partner	Partnerships/Cooperatives/Collaborations
Peer	Peer Training or Tutoring Programs
Policy	Policy Development
Practic	Practicum/Internships
Preserv	Preservice Programs
Private Schl	Private School Programs
Recruit	Recruitment and Retention Practices
Rel Serv	Related Services
Research	Research in Rural Education
Spec Ed	Special Education Programs and Practices
Tech	Technology - Process and Product
Trans	Transition from School to Community
Voc	Vocational Planning and Training

LEARNING CENTERS

8:00 - 5:00 pm • Wednesday - Friday
Viking Union Lounge

These individualized learning centers are designed for use without assistance and provide opportunities for participants to learn from displayed materials at their own pace. The following learning centers, in addition to display tables requested by participants, will be set up in the Viking Union Lounge throughout the conference for your viewing.

- ERIC/CRESS (Clearinghouse for Rural Education and Small Schools)
  Jack Cole
- Trauma Education: An Imperative for Rural Education
  Robert Wall, Clifford Herman
- Transdisciplinary Training of Leadership Personnel in Rural Mississippi
  Teresa Bennett
- Levy Equalization: A Funding Proposal to Bring Equity in Taxation and Education to Property-Poor School Districts
  Neal Kirby
- Computer Software — Simplified!
  William Kirby
- Partnerships in Clinical Education
  Milford Holt
- Youth Opportunities Unlimited: A Dropout Prevention Program
  Duke Brannen

ABSTRACTS AND COMPLETE PAPERS

8:00 am - 5:00 pm • Wednesday - Friday
Registration/Information Desk • Viking Union Lobby

The abstracts and complete presentation papers for all conference sessions are available for review at the Registration/Information Desk. Reviewing the session papers can assist you in selecting conference presentations most suited for your areas of interest and expertise.
Registration/Information Desk, Viking Union Lobby

TUESDAY - Holiday Inn

Noon - 7:30 pm	**Conference Registration** Poolside
Noon - 6:00 pm	**Mt. Baker/Nooksack Falls/Mt. Baker Vineyard Tour** Meet in Lobby
5:30 - 7:00 pm	**Conference Cosponsor Dinner Meeting** Compass Room
6:30 - 7:30 pm	**Wine & Cheese Reception for All Attendees** Poolside
7:30 - 9:30 pm	**General Session** Whatcom Room Conference Overview and Welcome Doris Helge, Director, National Rural Development Institute Larry Marrs, Dean, School of Education, WWU **Panel Discussion: "Enhancing the Quality of Rural/ Small School Education"** Sam Kelly, Moderator Panel of Cosponsor Representatives: • Nancy Mcduff, *American Association of Adult and Continuing Education* • John Gilroy, *American Association of Colleges for Teacher Education* • Helen Roberts, *American Association of State Colleges and Universities* • Sharon Greenberg, *American Occupational Therapy Association* • Stan Dublinske, *American Speech-Language-Hearing Association* • Rebecca Yount, *Council of Chief State School Officers* • Jack Cole, *ERIC/Clearinghouse for Rural and Small Schools* • Robert Anastasi, *National Association of Elementary School Principals* • Charley Heath, *National Association of School Psychologists* • Anne Smith Gray, *National Association of Secondary School Principals* • Sue Hovey, *National Education Association* • Robert Malinka, *National Middle Schools Association* • Doris Helge, *National Rural Development Institute*
9:30 - 11:00 pm	**Hospitality/Cash Bar** Hospitality Suites

WEDNESDAY - Western Washington University

7:45 & 8:15 am — **Transport to Viking Union, WWU**
Meet in your hotel lobby

8:00 - 9:00 am — **Registration & Continental Breakfast**
Viking Union Lounge

9:00 - 10:30 am — **General Session** Performing Arts Center Concert Hall

Welcome to Western Washington University
G. Robert Ross, President, WWU

"Bridge to Arcadia: School/College Collaboration and the Rural/Small School Teacher"
Rebecca Yount, Director, Mellon Foundation Project, Council of Chief State School Officers
Performing Arts Center Concert Hall

"Resources for Rural/Small Schools"
Carl Dolan, Program Coordinator, National Endowment for the Humanities

10:30 - 10:45 am — **Break, Viking Union Lounge**

10:45 am - Noon — **Concurrent Sessions** (continued, next page)

A New Tool: Computer Interactive Videotape for Inservice and Preservice Teacher Training
June Canty-Lemke, Dvenna Duncan
Wilson Library
Presentation Room *Tech, Inserv, Preserv*

Early Prevention of School Failure—A Focus on Preschool, Kindergarten, and First Grade
Luceille Werner, Nancy Hoff, Pat Bryant
Viking Union TV Lounge *Curric, Inserv, Diag*

Special Education Inservice
Staff Development and Increased Classroom Supervision for Special Education Teachers in Rural/Remote Areas
Jada Rupley, Ann Cavanaugh, Susan Cone, Susan Lovrin, Mollie Lopshire
Affective Needs of Special Education Students
Phil Piechowski
Viking Annex 454 *Spec Ed, Inserv, Rel Serv*

Education for Rural Gifted Students
Should Rural Gifted Education Be Different? A Survey of Teacher Educators
Kay S. Bull
Beliefs and Attitudes of Rural Educators and Their Perceived Skill Levels in Using Curriculum Models for the Education of Gifted Learners
Margaret A. Anderson, Audrey Kleinsasser
Viking Annex 350 *Gifted, Inserv*

WEDNESDAY - WWU

10:45 am - Noon continued

People and Partnerships: A Model That Works for Extension and Can Work for You
Martha Bullock Lamberts
Viking Annex 460 *Coop Ext, Partner*

Rural Teacher Training
Redesigning Teacher Education: A Blueprint for Excellence
Alan H. Wheeler
Rural Teaching or Teaching in a Rural Place? A Comprehensive College Program
Alan G. Zetler
Viking Union 408 *Preserv, Practic*

Using Dramatic Arts to Provide Cultural Enrichment in Rural School Setting
Chris Reynolds
Viking Union 219 *Arts, Comm*

Project REACH: How Rural Schools Can Implement a Highly Successful Multi-Cultural Education Program
Gary Howard
Old Main 435 *X Cult, Curric*

Where to After Assessment: A Rural School Project
Bennie H. McKay, Gayle Lane Wailer, Tim Westmoreland
Old Main 340 *Trans, Spec Ed, Curric*

Rural Education Priorities
A meeting of Regional Education Laboratories, Intermediate Education Units, and NRSSC staff to discuss strategies to meet the needs of rural education.
Viking Union Lounge *Partner*

Noon - 1:25 pm

Working Luncheons

Option I:

"Job-Alike" Working Luncheons:
- Rural/Small School Administrators - Viking Union Lounge
- Rural/Small School General Educators - Viking Union 408
- Rural/Small School Special Educators - Viking Union TV Lounge
- Teacher Educators - Viking Union 219
- Deans and Directors - Viking Union Lounge
- Staff of State Education Agencies, Intermediate Education Units/Regional Agencies, or Education Service Units - Viking Annex 460

Option I continued

- School Board Members - Viking Annex 454
- Related Health Professionals - Viking Union Lounge
- Personnel Representing Educational Partnerships, Including Cooperative Extension, Business and Industry, Regional Education Labs, etc. - Viking Union Lounge

Option II:

Integration of Regular and Special Education in Rural and Small Schools
Delores John, Director, National Information Clearinghouse on Handicapped Children and Youth
Viking Annex 350

This session will be an open forum for administrators, educators, teacher educators, and parents to gain an understanding of the roles and responsibilities of regular education in serving children with special needs. Bring your questions!

1:30 - 2:30 pm

Concurrent Sessions (continued, next page)

Counselors in Rural Schools: Implications of Isolation for Professional Development
William A. Matthes
Viking Annex 454 *Recruit, Inserv, Admin, Rel Serv*

Keeping in Touch: Practices in Distance Education
Marilyn Kay Johnson, Margaret Lowe
Viking Union 219 *Preserv, Curric*

Relationship Between Cognitive Style, Culture, and School Learning: Implications for the Limited English Proficient Child
Michael A. Kaplan
Viking Annex 460 *X Cult, Research, Curric*

Compliance With PL 94-142 Mandates—Implications for Teacher Training Programs
Sandra Silver
Old Main 340 *Spec Ed, Recruit, Policy*

Marketing Small Town Living
Sandra Stuart-Siddall
Viking Annex 350 *Recruit, Comm*

Innovative Training Program for Rural Black Primary School Teachers
J. Gerard Murphy
Viking Union TV Lounge *Internat, X Cult, Inserv*

1:30 - 2:30 pm
continued

Technology Task Force Working Session I
This Task Force will design strategies to better identify and disseminate information regarding the use of advanced technologies in rural/small school systems. Participants will also design position statements/resolutions to present to the entire group.
Viking Union Lounge *Tech*

Inservice Training Model for Paraprofessionals in Rural Areas
Joan Kane, Clydie Mitchell *Parapro, Spec Ed*
Wilson Library Presentation Room

2:40 - 3:40 pm

Concurrent Sessions

Using Inductive Models to Teach Multi-Level or Interdisciplinary Classes
Gail C. McClay
Old Main 340 *Curric, Interdis*

Preparing Rural Elementary Teachers
Milo K. Campbell
Viking Annex 454 *Preserv, Partner*

Project Group Work: An Innovative Group Counseling Training Program
Phil Piechowski
Viking Union 408 *Abuse/Crisis, Rel Serv*

Math the Piaget Way
Sheryl Karau, Joyce Likens
Viking Annex 460 *Curric, Inserv*

Teacher Recruitment and Retention: A Model for Administrators of Rural Schools
Ardy S. Clarke
Viking Annex 350 *Recruit, Admin*

Multi-Agency Sharing in Job Training of Mildly Handicapped Students Residing in Rural Areas
Douglas Householder, Dale Lawver
Viking Annex 461 *Trans, Voc*

Enriching the Rural School Curriculum Through Telecommunications
Carl L. Reynolds
Wilson Library Presentation Room *Tech,*

WEDNESDAY - WWU

2:40 - 3:40 pm continued

Rural Early Intervention
A Rural University System of Preservice, Inservice, and Service Delivery Strategies for Training Early Intervention Specialists
Patricia L. Hutinger, Bonnie Smith-Dickson
Evaluative Program Planning for Handicapped Preschoolers in Rural Areas
Betty Anderson, JoAnn Bower
Viking Union TV Lounge *Spec Ed, Preserv, Eval*

Application of Photo-Graphics to Written Materials for the Purpose of Improving Interpersonal Communication
Howard L. Karnes
Old Main 435 *Inserv, Tech, Arts, Curric*

Developing Social Studies Units for Cross-Cultural Awareness and Understanding
Sue Hayes
Viking Union 219 *Curric, X Cult*

Vocational Facility and Equipment Planning for a Technological Society
Charles R. Pilling
Viking Annex 463 *Voc, Tech*

An Advisory Committee: A Vital Component in a New Rural Special Education Training Program
Joseph Roberts, Gilbert R. Guerin, Ardis Loonie
Viking Annex 464 *Spec Ed, Inserv, Tech*

3:40 - 4:00 pm **Break, Viking Union Lounge**

4:00 - 5:00 pm **Concurrent Sessions** (continued, next page)

Use of Computers in Rural and Small Schools
Show and Tell: Helping Teachers Enter the Technology Age With Computer-Assisted Instruction
Mary Joe Clendenin, Marian Giles
Technologically Enhanced Learning Systems: Academic Access for Rural Schools
Ginny Pearson, Smith L. Holt, Sheila Wisherd
Viking Union 408 *Tech, Inserv, Curric*

Montana Education Challenge Project: Collaborative Field Research Program of the Offices of the Superintendent of Public Instruction and Community Higher Education
Claudette Morton
Viking Union
TV Lounge *Accred/Cert, Admin, Partner*

WEDNESDAY - WWU

4:00 - 5:00 pm
continued

Happily Ever After: A School/Community Relations Program for a Small Rural School District
Steve Toy
Viking Annex 350 *Partner, Comm*

Recruitment, Employment, and Retention of High-Technology Professional Special Education Staff in Rural Settings Through Management
Jerome H. Morton, Leona Mote, Pamela D. Potocik, Cynthia L.K. Marshall
Viking Annex 460 *Recruit, Spec Ed*

Training Support Personnel to Work With Handicapped Students
Imogene Land
Old Main 340 *Spec Ed, Inse*

Implementation of PL 94-142 Evaluation of Personnel Development Programs: Legal Requirements
Robert E. Wall, Linda Copper
Viking Annex 461 *Spec Ed, Diag, Inserv*

Physical/Occupational Therapy Inservice and Support: Brainstorming Ways to Meet the Needs
William Miller
Viking Annex 462 *Rel Serv*

Teleconferencing: Providing a Network for Isolated Student Teachers in Rural Areas
Michael Tomlin, James M. Shaeffer
Wilson Library
Presentation Room *Tech, Preserv, Curric*

Mountain Roads, Lonely Mesas: A Career Program for Northern New Mexico
Kathryn Ringhand Strong
Viking Annex 454 *Voc, Curric, X Cult*

Reaching Rural Schools Using an Interactive Satellite Based Education Network
Patsy Tinsley, Patrick Kelley, Pamela Pease
Viking Union 219 *Tech, Curric*

Parent Perceptions of the Support System in the Rural Area
Nahid Hooshyar, Alicia Cain
Viking Annex 463 *Spec Ed, Par*

Rural Education Programs in Central and South America
Socorro del Carmen Cruz Castillo, Cecilia de Diaz Antonio Luis Cardenas C
Viking Annex 464 *Internat*

8

THURSDAY - WWU

8:00 - 9:00 am — **Registration & Continental Breakfast**
Viking Union Lounge

9:00 - 10:30 am — **General Session** Performing Arts Center Concert Hall

"Rural Education: The Past and Future"
Duane M. Nielsen, Deputy Director, Division of Innovation and Development, U.S. Department of Education

"Excellence in Rural Education: The Washington, D.C. Perspective"
Joyce Winterton, Executive Director, National Council on Vocational Education

10:30 - 10:45 am — **Break, Viking Union Lounge**

10:45 am - Noon — **Concurrent Sessions**

Program for the Enrichment of Science Instruction in Rural Elementary Schools
George M. Drew, Maurice Houston Field
Wilson Library Presentation Room *Inserv*

Satellites in Rural and Small School Education
Long Distance Satellite Technology Supports Schools of the Ancient Villages of the Aleutian Islands
Leroy Owens
Rural Learning Across America Via Satellite
Ralph Meuter, Charles Urbanowicz, Leslie Wright
Viking Union 219 *Tech, Inserv, Preserv*

Rural Schools Benefit from PRIDE in Special Education
Carlene Gobert
Viking Union 408 *Spec Ed, Admin, Inserv*

Rural Teacher Education
On-Site Graduate Education for Classroom Teachers in Iowa
Carol Haug
Using Cohort Strategy to Prepare Teachers in Partnership With Rural Schools
Bernard Yvon
Viking Annex 454 *Preserv, Curric, Practic*

Key Considerations in Inservice Training: A Focus on Rural Areas
Pat Kchmar Lilley, Linda Askew
Viking Annex 350 *Inserv, Spec Ed*

WEDNESDAY - WWU

5:00 - 6:30 pm

Membership meetings of conference cosponsoring organizations (You are invited to join any group even though you are not a member.)

American Council on Rural Special Education
Viking Union Lounge

American Speech-Language-Hearing Association
Viking Annex 454

National Association of Elementary School Principals Viking Union 219

National Education Association Viking Union 408

National Rural Education Research Consortium
Viking Annex 350

Wine & Cheese available in Viking Union Lounge

5 & 6:45 pm

Transport to Hotels
Meet in front of Viking Union

7:00 - 11:00 pm

Hospitality/Cash Bar
Hospitality Suites, Holiday Inn

THURSDAY - WWU

7:15 am

Transport to Viking Union, WWU
Meet in your hotel lobby

7:30 - 9:00 am

Washington State Participants' Continental Breakfast

Your Washington state professional organizations are working for you by establishing small and rural school commissions designed and chaired by members from small school districts. This early morning social will give Washington conference participants an opportunity to meet directors from:

WEA Small Local Units Commission
WSSDA Small Schools Committee
WASA Small Schools Committee, and
WACROSS (the newly formed Washington Caucus of Rural and Other Small Schools).

The purpose of this meeting is to acquaint participants with the service goals of each group, and to seek input from people throughout the state regarding needs and concerns. Board members, administrators, and instructional staff are encouraged to attend as teams to better realize the services of related organizations.

Viking Annex 461, 462, 463

7:45 & 8:15 am

Transport to Viking Union, WWU
Meet in your hotel lobby

Option II: continued

This session will be an open forum for administrators, educators, teacher educators, etc. to gain an understanding of the role and responsibilities of regular education in serving children with special needs. Bring your questions!

1:30 - 2:30 pm

Concurrent Sessions

A Preparation Program for Rural School Administrators
F. Mike Miles, David A. Williams
Viking Union 408 *Preserv, Admin*

Technology Task Force Working Session II
This Task Force will design strategies to better identify and disseminate information regarding the use of advanced technologies in rural/small school systems. Participants will also design position statements/resolutions to present to the total group.
Viking Union Lounge *Tech*

State and Regional Small School Organizations: Cooperative Programs for School Improvement
Ray Hull
Viking Union 219 *Partner, Admin*

A Cost-Effective Rural Remediation Plan for the Developmentally Disabled
Russell E. Hedge, John E. Simmons, Carolyn M. Martin
Viking Union TV Lounge *Spec Ed*

Project for Determining the Quality of Secondary Schools
Jack D. Skillett, Barbara Fabert
Wilson Library
Presentation Room *Curric, Eval, Admin*

Certification for Teachers of the Visually Impaired: A Rural Teacher Training Project
Linda Tweto-Johnson
Old Main 435 *Spec Ed, Preserv, Accred/Cert*

Effective Transition Strategies for Rural Handicapped Youth and Adults
Joyce K. Beam, Peter Bielski
Viking Annex 454 *Trans. Spec Ed, Curric*

Exploration of an Ambiguous Culture: Conflicts Faci[illegible] Gifted Females in Rural Environments
Audrey M. Kleinsasser
Old Main 340 *Gifted, Curric*

THURSDAY - WWU

10:45 am - Noon
continued

Non-Traditional Adult Learning Programs and Activities in the Philippine Setting
Soledad L. Uy Barreta
Old Main 435 *Adult, Internat, Coop Ext*

Home-Bound Schools: An Alternative for Rural Areas
Rogers McAvoy
Old Main 340 *Private Schl, Alt Ed*

Peer Training Programs and Strategies
Peer Helpers: Overview & Cautions
Correen Morrill, Judith Nicely-Leach, Muriel Rogie Radebaugh, William Shreeve, Sharon Colby
JTPA Peer-Tutoring Program: A Way to Impact Economically-Disadvantaged Families
Maris E. Sils, Judy Drevlow
Viking Annex 460 *Peer, Voc, Abuse/Crisis*

Migrant Drop-Out Youth Program - Helping Dropouts Get Back Into Educational and Vocational Pursuits
Robert Lynch
Viking Union TV Lounge *X Cult, Alt Ed, Voc*

Meeting of Conference Cosponsors
Viking Union Lounge

Noon - 1:25 pm

Working Luncheons

Option I:

"Job-Alike" Working Luncheons:
- Rural/Small School Administrators - Viking Union Lounge
- Rural/Small School General Educators - Viking Union 408
- Rural/Small School Special Educators - Viking Union TV Lounge
- Teacher Educators - Viking Union 219
- Deans and Directors - Viking Union Lounge
- Staff of State Education Agencies, Intermediate Education Units/Regional Agencies, or Education Service Units - Viking Annex 460
- School Board Members - Viking Annex 454
- Related Health Professionals - Viking Union Lounge
- Personnel Representing Educational Partnerships, Including Cooperative Extension, Business and Industry, Regional Education Labs, etc. - Viking Union Lounge

Option II:
continued, next page

Serving Children With Special Needs in the Least Restrictive Environment in Rural and Small Schools
Carol Inman, Deputy Assistant Secretary, Office of Special Education and Rehabilitative Services, U.S. Department of Education
Viking Annex 350 11

THURSDAY - WWU

1:30 - 2:30 pm
continued

The State Department's Role in Inservice and Preservice Training to Assist the Special Education Paraprofessional
Fran Lee, Pat Kells
Viking Annex 350 *Parapro, Spec Ed*

2:40 - 3:40 pm

Concurrent Sessions (continued, next page)

Delivery of Speech-Language Pathology and Audiology Services in Rural Areas
Stan Dublinske, Lorraine T. Cole
Viking Annex 454 *Rel Serv, Accred/Cert*

Staff Dynamics: A Field-Based Competency-Oriented Master's Degree Program Built on Coaching/Mentoring
Chuck Salina, George Carnie, James Hitter, Robert Bialozor, Cheri Dill
Viking Annex 350 *Inserv, Accred/Cert, Interdis*

Putting Effective School/Effective Teaching Research into Practice Through Staff Development
Katherine S. Bunch, Austin W. Bunch
Wilson Library
Presentation Room *Inserv, Admin, Interdisc*

EXTRA - Exceptional Teaching in Rural Areas
Rhea Schwartz
Old Main 340 *Preserv, Curric, Gifted*

Community Attitude Surveys: A Strategy for Both Education Evaluation and Public Relations
Walter G. McIntire, James Doughty, John Skehan
Viking Annex 460 *Research, Eval*

Rural Educators' Perceptions/Attitudes
A Study of Rural Educators' Attitudes Toward Their Special Education Delivery Models
Ace Cossairt, Wesley Little
Changes in the Perception of Rural Schools and Teacher Capabilities: Effects of a Rural Personnel Preparation Grant
Kay S. Bull, David Yellin
Old Main 435 *Spec Ed, Preserv*

Rural Early Intervention Specialist Training
Cooperative Statewide Rural Infant Personnel Preparation
Pamm Mattick
Preparing Masters' Level Early Childhood Special Education Students to Work in Rural Areas: An Urban University's Approach
Paulette Mills, Melodie Hayashi, Pam Frasier
Viking Union 408 *Spec Ed, Preserv, Interdis*

Written Language Consultant: An Expert System
Elizabeth Martindale
Viking Annex 462 *Spec Ed, Tech, Curric*

THURSDAY - WWU

2:40 - 3:40 pm continued

Administrators: Be Our Kindred Spirit! Administrator/ Teacher Cooperative Efforts
Barbara McConville
Viking Annex 461 *Spec Ed. Admin*

Kentucky's Postsecondary Vocational Education Program
Barbara Burrows
Viking Annex 463 *Trans, Voc, Curric*

Rural Public Policy Studies Skills: An Inservice and Curriculum Model
Stephen Fleury, John T. Mallan
Viking Annex 464 *Curric, Inserv*

Operating Two-Way Interactive TV Systems for Sm and Rural Educational Institutions
Dennis Pellant, Terry Griffiths
Viking Union 219 *Tech, Preserv, Inserv*

3:40 - 4:00 pm **Break, Viking Union Lounge**

4:00 - 5:00 pm **Concurrent Sessions**

Research in Rural Adult Education
Barriers to Rural Adult Participation in Postsecondary Education: A Survey of Seven Northwestern States
Rob McDaniel, John Severinghaus, Tarri Rude
Educational Opportunities for Rural Adults in Thirteen Western States
John O. Picton, Stanley Easton
Viking Annex 460 *Adult, Research*

Principals' Certification and Administration of Programs and Services for Handicapped Students in Rural Areas
Jim Parks
Wilson Library
Presentation Room *Spec Ed, Admin, Preserv*

Partnerships In Education: Preparation of the Family Nurse Practioner for Primary Care in Rural Health Settings
Judith T. Fullerton
Old Main 340 *Rel Serv, Partner*

Developing a Curricular Framework Using Imaginat Literature, Folk Tales, and Indigenous Materials
Gita Dhawan
Viking Annex 462 *Internat, Curric*

THURSDAY - WWU

4:00 - 5:00 pm continued	Frontiers of the Mind: Inservice Model for Teachers of Rural Minority Gifted Jim Gage, Susan Workman Viking Annex 464 *Gifted, X Cult, Grad/New*
	Development of a Model of Service Delivery: Integration of New and Old Technologies in the Prairie Bev Muendel-Atherstone Viking Union 219 *Tech, Spec Ed*
	Family Communication Awareness/Suicide Prevention Dennis Jensen, Steve Griffith Viking Union TV Lounge *Abuse/Crisis, Comm*
	Training Via Telecommunications in the Classroom: The Next Best Thing To Being There Sharman E. Pitcher, Sarah Rule, Michael J. DeWulf, Joseph Stowitschek Viking Union 408 *Tech, Spec Ed*
	The Arrowhead Student Information System: Managing Information on Special Education Referrals in a Rural Environment Gary L. Dannenbring, Frederick H. Krueger Viking Annex 463 *Spec Ed, Tech, Admin*
	Career Training: Strategies for Training Disadvantaged Rural Youth Leona L. Mote, Jerome H. Morton Viking Annex 454 *Trans, Voc, Research*
	The New Friends Doll Program: A Special Education Awareness Program Gail Lincoln Viking Annex 461 *Spec Ed, Arts*
	Teacher Assurance: Their Success is Our Success William Shreeve, Janet Norby, Arnold Stueckle, William Goetter, Thomas Midgley, Barbara de Michele Viking Annex 350 *Preserv, Grad/New*
5:10 - 6:30 pm	**Editorial Board Meeting - *Journal of Rural and Small Schools*** Wheelhouse Room, Holiday Inn
5:00 & 5:30 pm	**Transport to Hotels** Meet in front of Viking Union
5:00 - 11:00 pm	**Hospitality/Cash Bar** Hospitality Suites, Holiday Inn
6:30 - 9:30 pm	**"A Taste of Washington" Rosario Princess Cruise** Meet in Lobby, Holiday Inn

FRIDAY - WWU

7:45 & 8:15 am — **Transport to Viking Union, WWU**
Meet in your hotel lobby

8:00 - 9:00 am — **Continental Breakfast**
Viking Union Lounge

9:00 - 10:30 am — **General Session** Viking Union Lounge
"Roles of Private Schools in Enhancing Rural/Small School Education"
Charles O'Malley, Executive Assistant to the Secretary for Private Education, U.S. Department of Education

10:30 - 10:45 am — **Break, Viking Union Lounge**

10:45 - 11:45 am — **Concurrent Sessions**

Rural Speech-Language-Hearing Personnel Preparation and Service Delivery
Developing Audiology in the Public Schools: Service Delivery Development for Rural Populations
James T. Yates
Academic Preparation and Training of Speech-Language Pathologists for Positions in Rural School Systems
Jack D. Anderson
Viking Annex 460 *Rel Serv, Curric, Partner*

Cooperative Professional Services for Severely Handicapped Children in Rural Areas: Implementation of Programs and Analysis of Child Progress Data
Pamela Davis Potocik, Cynthia L. K. Marshall, Jerome H. Morton
Old Main 340 *Spec Ed, Diag*

Improving Rural Education: An Innovative Approach
Jeff Wright, Nancy Robbins
Viking Annex 350 *Curric*

Distance Learning Program for Rural Teachers at Ikip Ujung Pandang University, Indonesia
Thomas F. Trail, Amal Sahide *Internat,*
Viking Union TV Lounge *Preserv, Coop Ext*

Training Paraprofessionals to Work in the Special Education Classroom
Darrol Collins, Kim Udell
Viking Union 219 *Parapro, Spec*

FRIDAY - WWU

10:45 - 11:45 am continued

Walk Tall, Substitute Teachers!
William Shreeve, Murial Rogie Radebaugh, Correen M. Morrill, Judy Nicely-Leach, Sharon Colby
Wilson Library Presentation Room *Preserv, Inserv*

Work Experience for the Rural Special Needs Student: A Pipe Dream or a Possibility?
G. Franklin Elrod
Old Main 435 *Trans, Spec Ed, Partner*

Computer Literacy for Rural Adults
Mary Emery
Viking Annex 454 *Adult, Tech, Coop Ext, Curric*

Technological Networks
Remote Instruction Between a Small, Rural High School and a Community College
Lowell Chamberlin
Interactive Computer Graphic Enhancements to a Rural Academic Audio-Conference Network
Herbert M. Munro, Elissa Dyson
Viking Union 408 *Partner, Tech, Curric*

11:45 am - 12:30 pm **General Session** Viking Union Lounge
New Resources Available, Conclusions, and Future Collaborative Activities

12:30 & 12:45 pm **Transport to Hotels**
Meet in front of Viking Union

1:30 - 6:00 pm **Chuckanut Drive/Deception Pass/LaConner Tour**
Meet in your hotel lobby

1:30 - 6:00 pm **Mt. Baker/Nooksack Falls/Mt. Baker Vineyards Tour**
Meet in your hotel lobby

6:00 - 10:00 pm **Barbecue at Lakewood, Lake Whatcom**
Meet in your hotel lobby

SATURDAY

7:30 am - 10:00 pm **Victoria/Butchart Gardens Tour**
Meet in your hotel lobby

Times to be arranged **Expo '86 Tours (Vancouver, British Columbia)**

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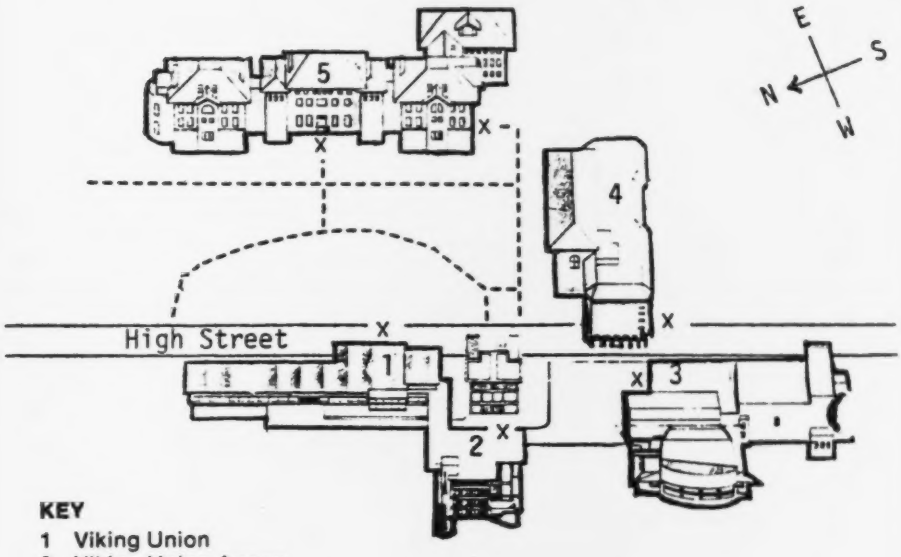
PARTIAL MAP: WESTERN WASHINGTON UNIVERSITY



KEY

1 Viking Union
2 Viking Union Annex
3 Performing Arts Center
4 Wilson Library
5 Old Main
— Sidewalk
x Entrance

Shuttle service will be provided between WWU, Holiday Inn, Pony Soldier Motel, Coachman Inn, and Park Motel.

CONFERENCE STAFF

Bonnie Jean McGregor, Conference Coordinator
Phebe Schwartz, Program Coordinator

Nancy Ackerman	Linda Hines	Ginger Oppenheimer
David Backman	Caren Holloway	Frank Pitsch
Genne Fenton	Rosalee Lewis	Judt Shrode
Amy Hansen	Scott Manawyddan	Chris Thiesfeld

Doris Helge, Director NRDI
Larry Marrs, Dean, School of Education

National Rural and Small Schools Consortium
Miller Hall 359 • Western Washington University
Bellingham, Washington 98225 • 206/676-3576 (Pacific Time)

NATIONAL RURAL AND SMALL SCHOOLS CONFERENCE

CONFERENCE PRESENTORS

Robert Anastasi
Program Specialist
NAESP
1615 Duke St.
Alexandria, VA 22314

Betty Anderson
Project Director
Bureau of Eval, LA Dept. of Ed.
P.O. Box 94064
Baton Rouge, LA 70804-9064

Jack Anderson
Chair, Dept of Comm Disorders
University of Tulsa
600 S. College
Tulsa, OK 74104

Margaret Anderson
Assistant Professor
University of Kansas
Room 205 Bailey Hall
Lawrence, KS 66045

Linda Askew
Training Coordinator
Albuquerque Integration Model
3501 Campus Blvd. NE
Albuquerque, NM 87106

Joyce Beam
Project Director
Charles County Board of Ed.
P.O. Box D
La Plata, MD 20646

Teresa Bennett
Trng Coord Univ Aff Prog
U. of Southern Mississippi
Box 5163 Southern Station
Hattiesburg, MS 39401-5163

Robert Bialozar
Chair, Admin and Curriculum
School of Education
Gonzaga University
Spokane, WA 99202

Peter Bielski
Evaluator
Charles Co. Bd. of Ed.
239 Cape St. John Road
Annapolis, MD 21401

JoAnn Bower
Research Analyst
Bureau of Eval, LA Dept. of Ed.
P.O. Box 94064
Baton Rouge, LA 70804-9064

Duke Brannen
Professor
Secondary Education
Stephen F. Austin State Univ.
Nacogdoches, TX 75962

Pat Bryant
Early Childhood Consultant
Betz Elementary School
317 N. 7th St.
Cheney, WA 99004

Kay Sather Bull
Associate Professor
Oklahoma State University
309 N. Murray Hall
Stillwater, OK 74078

Austin Bunch
Coord., Spec Ed. Dept of Curr.
School of Education
University of Mississippi
University, MS 38677

Katherine Bunch
Coordinator of Dropout Prev.
Mississippi Dept. of Ed.
P.O. Box 771
Jackson, MS 39205

Barbara Burrows
Asst Director Program Services
Ky. Dept. of Education, Voc Ed
2129 Capital Plaza Tower
Frankfort, KY 40601

Alicia Cain
Research Assistant
University of Texas at Dallas
Box 688 MS 4.1
Richardson, TX 75080

Milo Campbell
Dir, Rural Elem Teacher Trng
Brigham Young University
210-P MCKB
Provo, UT 84602

June Canty-Lemke
Coordinator, Secondary Ed.
University of Portland
5000 N. Willamette Blvd.
Portland, OR 97203-5798

Antonio Luis Cardenas C.
President
Universidad Pedagogia Exp. Lib
Parque del Oeste Avenida Sucre
Catia-Caracas, Venezuela

Socorro Carmen Cruz Castillo
Member of Faculty
16 de Agosto, No. 15
Santiago, Dominican Republic

George Carnie
Principal
Colville Elementary School
Colville, WA 99114

Ann Cavanaugh
Master Teacher
Educational Service Dist #112
1313 N.E. 134th St.
Vancouver, WA 98685

Lowell Chamberlin
Reg Coord. of Career & Voc Ed.
Coos County Ed Service District
1350 Teakwood
Coos Bay, OR 97420

Ardy Clarke
Assistant Professor
Montana State University
242 Reid Hall
Bozeman, MT 59717

Mary Joe Clendenin
Director of Secondary Ed.
Lubbock Cristian College
5601 W. 19th
Lubbock, TX 79407

Sharon Colby
School Board Director
Liberty S.D.
North Pine Creek Rd.
Spangle, WA 99031

Jack Cole
Associate Dean
New Mexico State University
Box 3AC
Las Cruces, NM 88003

Lorraine Cole
Director, Minority Concerns
ASHA
10801 Rockville Pike
Rockville, MD 20852

Darrol Collins
Teacher/Trainer
Oregon System of Higher Ed.
345 N. Monmouth Avenue
Monmouth, OR 97361

Susan Cone
Master Teacher
Educational Service Dist #112
1313 N.E. 134th St.
Vancouver, WA 98685

Linda Copper
Teacher
C/O Robert Wall
Towson State University
Towson, MD 21093

Ace Cossairt
Professor of Special Education
University of Wyoming
Box 3374, University Station
Laramie, WY 82071

Gary Dannenbring
Research & Computer Specialist
Arrowhead Area Ed. Agency
1235 5th Ave. South
Fort Dodge, IA 50501

Barbara de Michele
Director
Communication/Public Relations
Issaquah S.D. #411
Issaquah, WA 98027

Michael DeWulf
Graduate Assistant, DCHP
UMC 6800, Utah State Univ.
Logan, UT 84322

Cheri Dill
Principal, Colville Jr. High
Colville School District
430 East Hawthorne
Colville, WA 99114

Carl Dolan
Prog Coord, Div of Education
Nat'l Endowment f/t Humanities
1100 Pennsylvania Ave, NW, 302
Washington, DC 20506

James Doughty
Member of Faculty
c/o Walter McIntire
University of Maine
Orono, ME 04469

Judy Drevlow
Principal/ PIC Director
Plummer Elementary School
Plummer, ID 83851

George Drew
Dean of Education
U. of Tennessee at Martin
145 Gooch Hall
Martin, TN 38238

Stan Dublinske
Dir, State/Regulatory Policy
ASHA
10801 Rockville Pike
Rockville, MD 20852

Dvenna Duncan
Coordinator, Special Education
University of Portland
5000 N. Willamette Blvd.
Portland, OR 97203-5798

Elissa Dyson
Instructor
Community Colleges of Spokane
Colville Center
Colville, WA 99114

Stanley Easton
Assoc. Prof. of Secondary Ed.
Montana State University
College of Education
Bozeman, MT 59717

Ben Edlund
Assistant Executive Director
Washington St. Sch. Dir. Assoc
200 East Union
Olympia, WA 98501

G. Franklin Elrod
Visiting Assistant Professor
Clemson University
400 Tillman Hall
Clemson, SC 29634-0709

Mary Emery
Director, READI Project
University of Idaho
Ag. Sci. Room 111 U. of Idaho
Moscow, ID 83843

Barbara Fabert
PDQS Project Director
Emporia State University
1200 Commercial
Emporia, KS 66801

Maurice Houston Field
Associate Dean of Education
U. of Tennessee at Martin
Martin, TN 38238

Stephen Fleury
Assistant Professor of Ed.
SUNY - Oswego
Box 55A
North Bangor, NY 12966

Pam Frasier
Rural Service Provider
Training Grant
CDMRC, EEU WJ-10 U. of W.
Seattle, WA 98195

Judith Fullerton
Assistant Dean
U of C, San Francisco
Dep of Comm & Family Med T-009
La Jolla, CA 92093

Jim Gage
Professor and Project Director
Sul Ross State University
Department of Education
Alpine, TX 79832

Marian Giles
President
Teaching Pathways, Inc.
P.O. Box 31582
Amarillo, TX 79120

John Gilroy
Representative, AACTE
Dean, School of Education
Seattle University
Seattle, WA 98122

Carlene Gobert
Administrative Program Manager
Kentucky Dept. of Education
823 Capital Plaza Tower
Frankfort, KY 40601

William Goetter
Director, Undergrad Studies
Eastern Washington University
Williamson Hall, M.S. #90
Cheney, WA 99004

Sharon Greenberg
Representative
Am. Occupational Therapy Assoc
University of Washington
Seattle, WA 98195

Steve Griffith
Guidance Counselor
Elk Point Public School
Box 587
Elk Point, SD 57025

Gilbert Guerin
Division Head, Special Ed
San Jose State University
One Washington Square
San Jose, CA 95192-0078

Carol Haug
Coord, Applied Studies Prog
Marycrest College
1607 West 12th Street
Davenport, IA 52804

Melodie Hayashi
Rural Service Provider
Training Grant
CDMRC, EEU WJ-10 U. of W.
Seattle, WA 98195

Sue Hayes
Program Specialist
Western Washington University
333 Miller Hall, W.W.U.
Bellingham, WA 98225

Charley Heath
Western Regional Director
NASP
8540 Mill Bight Rd.
Olympia, WA 98506

Russell Hedge
Dir, Infant & Early Childhood
University of Kansas
Parsons UAF, Box 738
Parsons, KS 67357

Doris Helge
Director
NRSSC
Western Washington University
Bellingham, WA 98225

Clifford Herman
Medical Advisor
Harborview Medical Center
325 9th Avenue
Seattle, WA 98104

James Hitter
Superintendent
Colville School District
430 East Hawthorne
Colville, WA 99114

Nancy Hoff
Kindergarten Coordinator
Tacoma Public Schools
P.O. Box 1357
Tacoma, WA 98401

Milford Holt
Associate Provost
Southeast Missouri State Univ.
900 Normal
Cape Girardeau, MO 63701

Smith Holt
Dean of Arts and Sciences
Oklahoma State University
201 LSE, OSU
Stillwater, OK 74078

Nahid Hooshyar
Researcher, Principal Investigator
University of Texas-Dallas
Box 688 - MS 41
Richardson, TX 75080

Douglas Householder
Director of Special Education
N.E. Colorado BOCES
Box 98
Haxton, CO 80731

Sue Y. Hovey
Executive Committee
National Education Association
830 North Cleveland St.
Moscow, ID 83843

Gary Howard
Project REACH Director
Project REACH
Arlington S.D., P.O. Box 309
Arlington, WA 98223

Ray Hull
Associate Professor of Ed.
University of Oregon
Division of Teacher Ed. U of O
Eugene, OR 97403

Patricia Hutinger
Director, Macomb Projects
College of Education
27 Horrabin Hall, WIU
Macomb, IL 61455

Carol Inman
Deputy Assistant Secretary
U.S. Department of Ed. - OSERS
330 C. St. SW
Washington, D.C. 20202

Dennis Jensen
Superintendent
Elk Point Public School
Box 578
Elk Point, SD 57025

Delores John
Director, NICHCY
1555 Wilson Blvd.
Suite 508
Rosslyn, VA 22209

Marilyn Johnson
Professor
U. of Alaska - Anchorage
3211 Providence Drive
Anchorage, AK 99508

Joan Kane
Assistant Professor
U. of Southwestern Louisiana
Dept. of Curriculum Instr.
Lafayette, LA 70501

Michael Kaplan
Education Consultant
New Mexico Dept. of Education
Sp. Ed. Unit, 300 Don Gaspar
Sante Fe, NM 87501-2786

Sheryl Karau
Elementary Teacher
Remer/Longville ISD #118
Route 1, Box C
Remer, MN 56672

Howard Karnes, Jr.
Assistant Professor
U. of Oklahoma Health Sciences
P.O. Box 26901
Oklahoma City, OK 73190

Patrick Kelley
Administrator
Green Valley Education Agency
Creston, IA 50801

Pat Kells
Comm. College Special Ed.
Kansas State Dept. of Ed.
120 East 10th Street
Topeka, KS 66612

Samuel P. Kelly
Dean
Graduate School
Western Washington Univ.
Bellingham, WA 98225

Neal Kirby
Federal Project Director
Oroville School District
10th & Iron
Oroville, WA 98844

William Kirby
Associate Professor of Ed.
School of Education
University of Wisconsin
Stevens Point, WI 54481

Audrey Kleinsasser
Graduate Student
University of Kansas
205 Bailey Hall, Dept. of Ed.
Lawrence, KS 66045

Ken Knutson
Representative
National School Board Assoc.
Rt. 1, Box 155
Sheridan, OR 97378

Fredrick Krueger
Special Education Director
Arrowhead Area Ed. Agency
1235 5th Ave. South
Fort Dodge, IA 50501

Martha Bullock Lamberts
Human Development Specialist
Washington State University
7612 Pioneer - WWREC
Puyallup, WA 98371-4998

Imogene Land
Associate Professor
Oklahoma State University
311 N. Murray Hall
Stillwater, OK 74078

Dale Lawver
Chair, Dept of Special Ed
Ball State University
2000 University Avenue
Muncie, IN 47306

Fran Lee
Asst. Director, Special Ed.
Kansas State Department of Ed.
120 East 10th Street
Topeka, KS 66612

Joyce Likens
Elementary Teacher
Remer/Longville ISD #118
Box 117
Longville, MN 56655

Pat Krchmar Lilley
Speech/Language Pathologist
Albuquerque Integration Model
3501 Campus Blvd. NE
Albuquerque, NM 87106

Gail Lincoln
Parent; Coordinator
MSRRC Advisory Board
Rt. 2 Box 214
Morehead, KY 40351

Wesley Little
Dean
Sch. of Behavioral Sc. and Ed.
Northern Michigan University
Marquette, MI 49855-5347

Ardis Loonie
Director, Special Services
San Benito Schools
460 Fifth St.
Hollister, CA 95023

Mollie Lopshire
Master Teacher
Educational Service Dist #112
1313 N.E. 134th St.
Vancouver, WA 98685

Susan Lovrin
Master Teacher
Educational Service Dist #112
1313 N.E. 134th St.
Vancouver, WA 98685

Margaret Lowe
Instructor
University of Alaska
3211 Providence Drive
Anchorage, AK 99508

Robert Lynch
Trn-Migrant Dropout Youth Prog
BOCES Geneseo Migrant Center
Holcomb Bldg. 210
Geneseo, NY 14454

Robert Malinka
Representative
National Middle Schools Assoc.
Box 14882
Columbus, OH 43214

John Mallan
Chair
Dept. of Social Studies
Syracuse University
Syracuse, NY 13210

Larry Marrs
Dean
School of Education
Western Washington University
Bellingham, WA 98225

Cynthia Marshall
Birth-Thru-Three Program
Little TN Valley Ed. Coop.
Rt. 9, Box 316
Lenoir City, TN 37771

Carolyn Martin
Member of Faculty
Kansas University
Parsons UAF, Box 738
Parsons, KS 67357

Elizabeth Martindale
Research Associate
UMC 68
Utah State University
Logan, UT 84322

Pamm Mattick
Director
Child and Family Studies
St. Cloud State University
St. Cloud, MN 56301

Rogers McAvoy
Professor
Col. of Human Resources & Ed.
W. Virginia U., 608 Allen Hall
Morgantown, WV 26505-6122

Gail McClay
Chair, Dept. of Education
Rhodes College
2000 N. Parkway
Memphis, TN 38112

Rob McDaniel
Dir., Community Ed. Program
Washington State University
174 Cleveland Hall
Pullman, WA 99164-2134

Nancy Mcduff
Representative
AAACE
821 Lincoln Street
Walla Walla, WA 99362

Walter McIntire
Coordinator of Ed. Research
University of Maine
312 Shibles Hall
Orono, ME 04469

Bennie McKay
Super. of Special & Voc. Ed.
Richland Parish School Board
P.O. Box 599
Rayville, LA 71269

Ralph Meuter
Dean
Continuing Education
California State U. at Chico
Chico, CA 95929-0250

Thomas Midgley
Professor of Education
Eastern Washington University
Cheney, WA 99004

Mike Miles
Coord., Sch Admin & Foundations
Northern Arizona University
Box 5774
Flagstaff, AZ 86011

William Miller
Physical/Occupational Therapy
Umatilla ESD, 412 SE Dorion
Box 38
Pendleton, OR 97801

Paulette Mills
Coord., Rural Training Grant
University of Washington
Exp. Ed. Unit, CDMRC, WJ-10
Seattle, WA 98195

Clydie Mitchell
Associate Professor
3730 Blair St.
Shreveport, LA 71103

Correen Morrill
Professor of Education
Eastern Washington University
Cheney, WA 99004

Claudette Morton
Liaison to Co Superintendents
Office of Public Instruction
State Capitol Room 106
Helena, MT 59620

Jerome Morton
Executive Director
Little TN Valley Ed. Coop.
Route #9, Box #316
Lenoir City, TN 37771

Leona Mote
JTPA Coordinator
Little TN Valley Ed. Coop.
Route #9, Box #316
Lenoir City, TN 37771

Bev Muendel-Atherstone
Coordinator, Rural Special Ed.
University of Lethbridge
4401 University Drive
Lethbridge, Alberta, Canada T1K 3M4

Herbert Munro
Director, Extended Programs
Community Colleges of Spokane
165 E. Hawthorne
Colville, WA 99114

J. Gerard Murphy
National Director
Teacher Opportunity Programmes
Manchester H 68, Von Wielligh
Johannesburg 2000, R.S.A.

Duane Neilsen
Deputy Dir., Div of Inno/Devel
U.S. Department of Education
7th & D St. SW, #519 Reporters
Washington, D.C. 20202

Judith Nicely-Leach
Assistant Professor of Ed.
Eastern Washington University
Cheney, WA 99004

Janet Norby
Professor of Education
Eastern Washington University
Cheney, WA 99004

Leroy Owens
Superintendent
Aleutian Region School Dist.
4000 Old Seward Highway
Anchorage, AK 99510

Charles O'Malley
Executive Assistant
U.S. Department of Education
400 Maryland Ave SW, Room 4137
Washington, D.C. 20202

Jim Parks
Director
Leadership Institute
U of Arizona, College of Ed.
Tucson, AZ 85721

Virginia Pearson
Program Coordinator
Arts and Sciences Extension
Oklahoma State University
Stillwater, OK 74078

Pamela Pease
Research Director
TI-IN Network, Inc.
124 Moonstone St.
Manhattan Beach, CA 90260

Dennis Pellant
Associate Director
Tele-Systems Associates
P.O. Box 1039 406 W. 4th St.
Monticello, MN 55362

John Picton
Director, Center for Research in Rural Ed.
Montana State University
132 Reid Hall
Bozeman, MT 59717

Phil Piechowski
Supervisor, School Social Work
Mississippi Bend Area Ed Agency
729 - 21st Street
Bettendorf, IA 52722

Charles Pilling
Coord, Bilingual Voc Instr Trn
Montana State University
242 Reid Hall
Bozeman, MT 59717

Sharman Pitcher
Co-Director
Project High-Tech, DCHP
UMC 6800, Utah State Univ.
Logan, UT 84322

Pamela Potocik
Birth-thru-Three Program
Little TN Valley Ed. Coop.
Rt. 9, Box 316
Lenoir City, TN 37771

Muriel Radebaugh
Assistant Professor of Ed.
Eastern Washington University
Cheney, WA 99004

Carl Reynolds
Associate Professor
College of Ed., U. of Wyoming
P.O. Box 3374, Univ. Station
Laramie, WY 82071

Chris Reynolds
Language Arts Teacher
Rock River School
P.O. Box 128
Rock River, WY 82083

Nancy Robbins
Teacher
Centennial School
P.O. Box 347
San Luis, CO 81152

Helen Roberts
Director of Rural Affairs
Am. Assoc of State Coll & Univ
One Dupont Circle
Washington, D.C. 20036

Joseph Roberts
Proj Manager, Rural Sp Ed Prog
San Jose State University
One Washington Square
San Jose, CA 95192-0078

G. Robert Ross
President
Western Washington University
Bellingham, WA 98225

Tarri Rude
Research Assistant
Washington State University
174 Cleveland Hall
Pullman, WA 99164-2134

Sarah Rule
Co-Director
Project High-Tech, DCHP
UMC 6800, Utah State Univ.
Logan, UT 84322

Jada Rupley
Supervisor, Direct Services
Educational Service Dist #112
1313 N.E. 134th Street
Vancouver, WA 98685

Amal Sahide
Coord. of Distance Lrng Prgm.
c/o Thomas Trail
Washington State University
Pullman, WA 99164-6230

Chuck Salina
Elementary Principal
Colville School District #115
7th & Hofstetter
Colville, WA 99114

John Severinghaus
Research Assistant
Washington State University
174 Cleveland Hall
Pullman, WA 99164-2134

James Shaeffer
Coord. of Teleconferencing
University of Wyoming
P.O. Box 3106 Univ. Station
Laramie, WY 82071

William Shreeve
Chair, Dept. of Education
Eastern Washington University
Williamson Hall, M.S. #90
Cheney, WA 99004

Maris Sils
Guidance Consultant
U of Idaho/Western Benewah Sch
P.O. Box 68
Plummer, ID 83851

Sandra Silver
Assistant Professor
Bemidji State University
113A Linden Hall
Bemidji, MN 56601

John Simmons
Professor
Kansas University
Parsons UAF, Box 738
Parsons, KS 67357

John Skehan
Professor
c/o Walter McIntire
University of Maine
Orono, ME 04469

Jack Skillett
Dean, College of Education
Emporia State University
1200 Commercial
Emporia, KS 66801

Anne Smith Gray
Representative, Nat'l Assoc
of Secondary School Principals
1904 Association Drive
Reston, VA 22091

Bonnie Smith-Dickson
Coordinator, Macomb Projects
College of Education
27 Horrabin Hall, WIU
Macomb, IL 61455

Joseph J. Stowitschek
Senior Investigator
TROPHY Project
300 Miller, U. of Washington
Seattle, WA 98195

Kathryn Ringhand Strong
Ed. Outreach Coordinator
Los Alamos National Laboratory
Mail Stop K705
Los Alamos, NM 87545

Sandra Stuart-Siddall
Director, RCPN Center
California State U.-Chico
Sierra Hall, Room 202
Chico, CA 95929

Arnold Stueckle
Professor of Education
Eastern Washington University
Cheney, WA 99004

Patsy Tinsley
President/Founder
TI-IN Network, Inc
100 E NASA Road One, Suite 201
Webster, TX 77598

Michael Tomlin
Field Representative
University of Wyoming
Western Wyoming College
Rock Springs, WY 82901

Steve Toy
Superintendent
Shelley Joint Sch Dist No. 60
545 Seminary Avenue
Shelley, ID 83274

Thomas Trail
Professor of Adult Education
Washington State University
323 Hulbert Hall
Pullman, WA 99164-6230

Linda Tweto-Johnson
Coord, Eastern Oregon Reg Prog
Union Education Service Dist.
Route 4, Box 4778
La Grande, OR 97850

Kim Udell
Teacher/Trainer
Oregon System of Higher Ed.
345 N. Monmouth Ave.
Monmouth, Oregon 97361

Charles Urbanowicz
Associate Dean
Cal. State Univ. at Chico
Chico, CA 95929-0250

Soledad Uy-Barreta
Asst. Sch. Div Superintendent
Ministry of Education
Sorsogon, Philippines

Robert Wall
Graduate Professor of Ed.
Towson State University
402D Hawkins Hall
Towson, MD 21204

Gayle Lane Waller
Voc. Assess Coordinator
Richland Parish School Board
P.O. Box 599
Rayville, LA 71269

Luceille Werner
Director of Staff Development Programs
K-W Curric Coop. for Rural Sch
114 North Second Street
Peotone, IL 60468

Tim Westmoreland
School Psychologist
Madison Parish School Board
P.O. Box 1620
Tallulah, LA 71282

Alan Wheeler
Dean
College of Ed. & Behav Science
Southeast Missouri State U.
Cape Girardeau, MO 63701

David Williams
Executive Director
Center for Excellence in Ed.
Northern Arizona University
Flagstaff, AZ 86011

Joyce Winterton
Executive Director
National Council on Voc. Ed.
2000 L St. NW, Suite 580
Washington, D.C. 20036

Sheila Wisherd
Coordinator
A+S Pub Sch Teleconferencing
Pan Miller Bldg, OSU
Stillwater, OK 74078

Susan Workman
Associate Professor
Montana State University
Bozeman, MT 59717

Jeff Wright
Teacher
Wildwood Middle Street
200 Cleveland Street
Wildwood, FL 32785

Leslie Wright
Teleconference Coordinator
Cal. State Univ. at Chico
Chico, CA 95929-0250

James Yates
Professor and Chairman
University of Hawaii-Manoa
1410 Lower Campus Drive
Honolulu, HI 96822

David Yellin
Associate Professor
Oklahoma State University
1019 E. Redbud Dr.
Stillwater, OK 74078

Barbara Yentzer
Special Assistant
National Education Association
1201 16th St. NW
Washington, D.C. 20036

Rebecca Yount
Dir., Mellon Foundation Grant
Cncl of Chief St Sch Officers
379 Hall of the States
Washington, D.C. 20001

Bernard Yvon
Professor of Education
University of Maine
315 Shibles Hall
Orono, ME 04469

Alan Zetler
Dean and Professor Emeritus
Western Montana College
Dillon, MT 59725

National Rural and Small Schools Consortium
National Rural Development Institute
Western Washington University
Bellingham, WA 98225
(206) 676-3576
October, 1986
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DEFINITIONS OF RURAL, SMALL, AND REMOTE SCHOOLS

In recognition of the need to formulate and acknowledge a common set of definitions for rural and small schools, the October, 1986, annual National Rural and Small Schools Consortium Conference reached consensus on the following. These definitions will be useful for communications with legislators, federal and state policymakers and in research.

Definition of a Rural School District

Ruralness is a continuum represented by multiple subcultures. Individual districts and schools may define their ruralness based on their environmental context. The inter-action of topography, population sparsity, and community or district characteristics defines the unique ruralness of any given district or school (see attached Figure 1). The following constitutes an operational definition of rural intended to give those involved in rural eduation common working definition.

A rural district can include nonmetropolitan areas, sparsely populated areas, or remote areas. A district is considered rural when the number of inhabitants is fewer than 150 per square miles, or when it is located in a county where 60% or more of the popluation lives in communities of 5,000 or fewer.

Operationally, most rural school districts will have a kindergarten through grade 8 or 12 enrollment of 2,000 or fewer (However, this should be thought of as a necessary but not sufficient condition for "ruralness" since some urban cities are divided into small districts meeting this particular criterion).

Definition of a Small School District

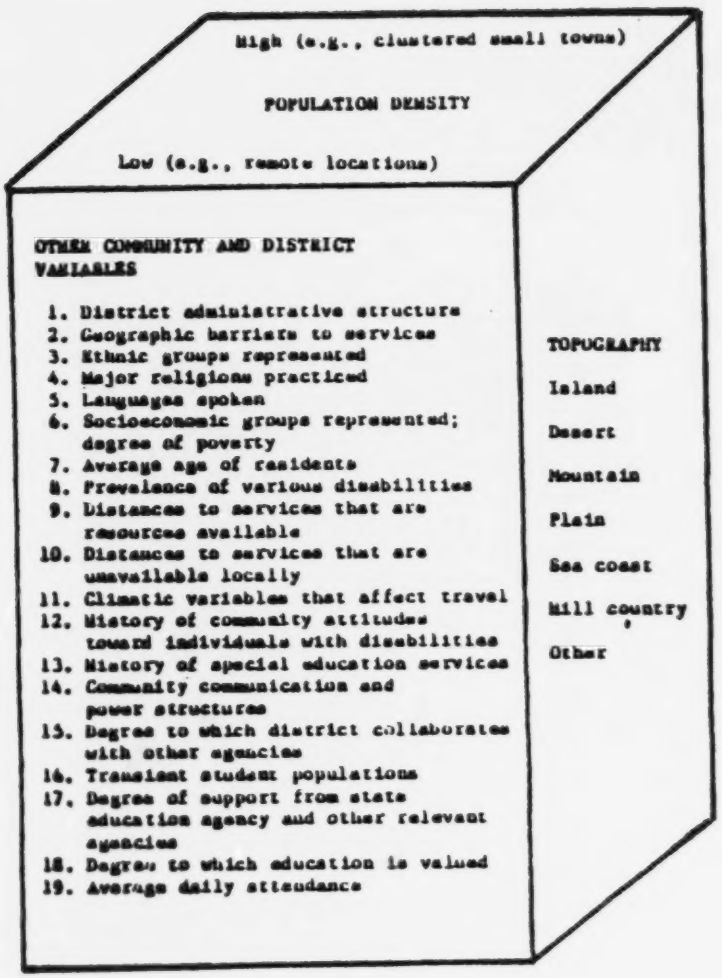
A school district is small if fewer than 2,000 students are enrolled in grades K-8 or K-12. A small school district may also house small schools. A small elementary school enrolls fewer than 350 students. A very small elementary school has fewer than 150 students. A secondary school having an enrollment of 750 or fewer in any combi-nation of grades 7-12 is considered small. A very small high school has fewer than 350 students.

Definition of a Remote/Isolated School

A school district or school building meeting either of the above definitions (rural and/or small) in a location 100 or more miles from the nearest nonsmall school district is considered remote/isolated.

FIGURE 1

Dimensions of the Diversity of Rural School Systems


High (e.g., clustered small towns)
POPULATION DENSITY
Low (e.g., remote locations)
OTHER COMMUNITY AND DISTRICT VARIABLES
1. District administrative structure
2. Geographic barriers to services
3. Ethnic groups represented
4. Major religions practiced
5. Languages spoken
6. Socioeconomic groups represented; degree of poverty
7. Average age of residents
8. Prevalence of various disabilities
9. Distances to services that are resources available
10. Distances to services that are unavailable locally
11. Climatic variables that affect travel
12. History of community attitudes toward individuals with disabilities
13. History of special education services
14. Community communication and power structures
15. Degree to which district collaborates with other agencies
16. Transient student populations
17. Degree of support from state education agency and other relevant agencies
18. Degree to which education is valued
19. Average daily attendance
TOPOGRAPHY
Island
Desert
Mountain
Plain
Sea coast
Hill country
Other

Helge, D.I. (1984).
The State of the Art of
Rural Special Education.
Exceptional Children, 50(4), 294-305.

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October 1986
National Rural and Small
Schools Conference
Conference Cosponsor Panel

NATIONAL RURAL DEVELOPMENT INSTITUTE
Doris Helge

Three actions that would enhance the quality of rural and small schools:

1. Increased visibility of rural/small school strengths and problems.

Two-thirds of all school districts are rural, and an even greater percentage are characterized as "small". Congress is beginning to recognize this fact. We need to increase visibility for the accomplishments of rural and small schools and to identify and disseminate information about exemplary programs. Consistent definitions of rural and small schools should be used to facilitate communication and national understanding. Persons concerned with rural and small schools should communicate the importance of preserving local community values and emphasize the key roles that schools play in rural and small communities (e.g., social centers, key employers, etc.).

2. Development of collaboration among all individuals and agencies relevent to rural and small schools. This would include collaboration among all disciplines serving rural and small school students and the creation of school-business-community partnerships.

Appropriately serving students in rural and small school areas with inadequate resources requires collaborative activities and community partnerships. Likewise, at the state, regional, and national levels, all organizations and individuals concerned with enhancing rural and small schools should collaborate to meet the mutual needs of their constituencies. Researchers, school personnel and board members, state and federal education agency staff, teacher educators, cooperative extension, public health, business leaders, volunteers, and civic groups all have a critical role to play and they must cooperate and collaborate to provide appropriately for rural students.

Successful strategies of collaborating should be disseminated through the Rural Electronic Bulletin Board, the Rural Exemplary Awards Program, the Journal of Rural and Small Schools, and in other ways.

3. Rural and small school quality should be emphasized. Quality exists and is exemplified by small class size; highly trained and dedicated teachers; and students who have won competitive National Awards for academic excellence and who have held high national office and positions.

Efforts to enhance the quality of rural and small schools should address the following dimensions:

- recruitment and retention of qualified personnel
- development, field testing, and validation of appropriate preservice training materials
- development, field testing, and validation of appropriate inservice training materials
- use of the Rural Jobs Data Bank and the Rural Personnel Exchange System

(continued)

- identification of alternative service delivery models that are individualized for specific rural subcultures
- use of advanced technologies for innovative service delivery and staff development
- systematic research, including the use of the emperically determined National Rural Education Agenda
- dissemination of effective rural and small school practices

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

Charley Heath

In many of the rural and small schools, the school psychologist is the only psychological model available for the whole community. Professional help, i.e., clinical psychologists in the state of Washington, is concentrated in the three largest cities, whereas the small cities have nothing. So the school psychologist brings quite a lot of new learning and new techniques to the rural and small schools.

What we're doing now - from a national level - is emphasizing research, particularly with norms. National norms for tests and for different types of assessment devices do not include a child from the Navajo reservation, a child from the Arkansas hills, a child from north of Fairbanks, Alaska or a child from Mossy Rock, Washington. When you talk to a school psychologist and he says, "Well, I'm a rural school psychologist," your mind hits an instant image, until you start thinking that the school psychologist in the four places that I just mentioned is really quite a different fellow. His problems, techniques, and solutions are really quite different.

We're looking into establishing and finding out about local norms - for national and also for local tests. We can then say with more assuredness that something does or does not apply, or should be used with a touch or a grain of doubt.

Secondly, we're trying to obtain a large and diverse repertoire of alternative approaches to the rural school. We have found too many times that a rural school is treated by the people who fund, supply, and obtain equipment and rooms to test in, as a rural school, rather than like a regular school that happens to be small. Third, all of the modern technological applications should be available to schools in the rural areas and even the remote areas.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

Rebecca Yount

I have three recommendations from my perspective.

I'm not a lobbyist, but I had an opportunity to lobby on the reauthorization of the Higher Education Act, especially on Title V, and it's been an interesting experience for me, because I've been rather pleasantly surprised at the type of hearings on The Hill. I think this consortium is the quickest - better than any group that I can think of - to really do some aggressive lobbying in Washington on rural education needs.

You can make jokes about Washington, but unfortunately you cannot totally discount it. You're going to have to get into the power base. I would shoot for the top - I think Doris Helge has been absolutely right on target by making forays into Washington to try to cultivate Secretary Bennett. We're starting to see with Secretary Bennett and with his staff more sympathy towards the states. There is a definite move towards that, and it would be remiss not to cultivate the Secretary of Education.

Another group that isn't being cultivated are parents. I live in a large suburban area in northern Virginia that has one of the top five schools in the nation, and it's in the top five because it has top SAT scores. I hear people around me - neighbors, and parents - who say "well, gee, I'd really like to move back to a rural area but I don't want to send my kids to a rural school, I want to send my kids to a top school." I came out of a rural school, and I have nothing but good things to say about rural education. There are tremendous advantages for kids going into small schools, and I think that this consortium must come up with some effective PR about rural schools and what can be done for rural students.

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

Bob Anastasi

1. This document states the position of the NAESP regarding the essential ingredients of a fine elementary or middle school. It combines the findings of current research on effective schooling with the practical, on-site experience of working principals.

2. This document states the position of the NAESP regarding the skills, traits and capabilities that make for the kind of principals who develop K-8 schools of outstanding quality. It is essential that the professional preparation of principals be relevant and effective. Proficiencies for Principals will serve as the core program for an NAESP National Principal's Academy.

3. The NAESP's goal is to offer Proficiencies' Regional Workshops starting in September, 1987, for K-8 principals.

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

Anne Smith Gray

1. Utilization of recent survey findings by NASSP's Smaller School Committee to provide appropriate assistance and services which will:

   a. Help small school administrators better manage their abundance of noninstructional responsibilities.
   b. Encourage and promote the instructional leadership role of the small school administrator.
   c. Educate the public regarding the significant difference between the role and responsibilities of a small school principals and a large school principal.

2. Continued dissemination of new editions of the NASSP publication: "Small Secondary Schoools: Creative Ideas That Work."

3. Encourage and promote the growth and importance of Small School Committees within each state association in order to provide support and professional networking.

ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS

Jack Cole

1. One of the most promising things that I see with regard to enhancing the quality of rural and small school education is the trend toward collaborative efforts at the local, regional, and national levels.

I know for a fact that while a single small school district may produce a very faint call in the wilderness, a cooperative of 10 to 20 small school districts is something to be reckoned with, not only in the sharing of services but in terms of political clout. At the national level an organization such as the National Rural and Small Schools Consortium has been long overdue. The ERIC Clearinghouse on Rural Education and Small Schools is certainly a proud member and cosponsor. As young as this organization is it has already made itself felt on the national level.

2. Another area of enhancement has been the trend toward increased research in rural and small school education. We rural educators have, for too long, taken an almost anti-research posture and our conferences were kind of crackerbarrel affairs. Research findings that were "inflicted" upon us usually came from metropolitan areas and were rarely useful. But now I am hearing the leadership in rural and small school education saying that if we want to have some control over our own destiny we must generate our own research base, be it quantitative or qualitative in nature. For example, both of the major national rural education organizations have officially adopted research agendas.

3. Finally, a word of concern. There is some serious discussion in the Department of Education, particularly the Office of Educational Research and Improvement that perhaps there is no need for an ERIC Clearinghouse on Urban Education or an ERIC Clearinghouse on Rural Education and Small Schools. This is evidently based on a belief, by some, that there is nothing unique or different about the needs of rural and small schools. This opinion is not based upon any referenced data or research, nor is it based on any record of poor performance by the Clearinghouse--to the contrary.

The bottom line is that you stand to lose your Rural and Small School ERIC Clearinghouse, for no good reason. And I solicit your help. A brief letter or post card can make a big difference. I'll be around during the conference for any of you who would like to know what to do to help. Please feel free to ask me. We need your help.

American Speech-Language-Hearing Association
10801 Rockville Pike • Rockville, Maryland 20852 • (301) 897-5700 (Voice or TTY)

SYNOPSIS:
RURAL SERVICE DELIVERY NEEDS
IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY

With the majority of ASHA members seeking professional practice in metropolitan and suburban areas, there is a concomitant problem of recruitment of professionals and retention of speech-language pathologists and audiologists in rural and remote locations. Thus, increased attention must be given to approaches to address personnel needs.

Incentive programs such as that through the National Health Services Corps should be reinstituted to ensure that speech-language pathologists and audiologists are placed in underserved areas. Lobbying of federal agencies to increase funding for recruitment and retention of speech-language pathologists and audiologists is recommended.

Transportation, access, economic hardship, local cultural beliefs, and other barriers associated with geographic isolation impede service delivery. Speech-language pathologists and audiologists in remote areas have the need for information about innovative models of service delivery which take such barriers into account. Also lacking is sufficient epidemiologic data on speech, language, and hearing disorders in remote/rural locations. Epidemiologic study with periodic updating is recommended.

Geographic isolation of professionals in remote/rural areas is another critical concern. This hampers opportunities for continuing education. Thus, there is need for alternative educational opportunities for members whose locations are too remote to regularly attend national and regional conferences.

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION

The American Occupational Therapy Association's (AOTA) recent manpower survey indicated that school systems are the second most common work setting for occupational therapists. Since many of these therapists will be working in small or rural school districts, AOTA must assist by enhancing the quality of therapeutic intervention. Three ways AOTA plans to impact therapists who work in these schools are the formation of a School Systems Task Force, encouraging research efforts, and identifying practice issues.

1. A national task force was convened and recently developed the "Guidelines for Occupational Therapy Services in School Systems." Particularly relevant are the three types of therapy services delineated: direct therapy, monitoring, and consultation. Monitoring and consultation are the types of service delivery which seem especially relevant for small districts or those with low incidence handicapped populations.

2. The American Occupational Therapy Foundation, under the umbrella of AOTA, supports therapists in obtaining research funds and designing field initiated studies to demonstrate the efficacy of OT and related services. During the past several years, seventeen studies in developmental disabilities have been funded. The Foundation helps therapists establish contacts, develop and design research proposals, conduct research and publish results. This allows the OT working in more isolated areas the opportunity to collaborate, network, or pursue relevant projects.

3. The national office of AOTA, located in Rockville, Maryland, has two divisions within it's framework which directly impact therapists working in schools. The Government and Legal Affairs Division testifies before members of Congress on issues related to education and disability. The Practice Division assists therapists in issues related to practice, legislative concerns, and continuing education opportunities. There is a toll free hot line, films, publications, workshops, regional consultants, and national special interest groups. These are essential for peer consultation and support. AOTA alerts and promotes grant projects for OT curricula and other pertinent facilities. Two model projects funded by the Department of Education to the University of Washington are examples of these efforts: "Occupational Therapy Training in Rural Rehabilitation" plans to improve the training and distribution of OT's in the non-major urban, underserved Northwest region; "Preservice Training of Occupational Therapists to Work in the School System" is directed toward the preparation of OT students to provide services to assist the handicapped child to benefit from special education.

AMERICAN ASSOCIATION OF ADULT AND CONTINUING EDUCATION (AAACE)

How can an affiliation with AAACE benefit my school?

I. AAACE is multi-disciplinary

A. Many groups use our services.
1. military
2. small business
3. parenting training
4. training for professional development in education
5. volunteer programs
6. cooperative extension

B. Rural schools have a vested interest in community development.
1. know how adults form value and belief systems
2. know the adult developmental stages
3. educational leaders can plan effectively
a. professional development
b. in-service education
c. volunteer programming
d. adult learning needs for further community development

II. Rural schools could be hub for retraining.

A. skilled work force can attract business.

B. North Carolina created a pool of skilled labor.
1. schools and community college partnership
2. has attracted many large companies

C. DAYTON, WA
1. Downtown development
2. professional chamber management
3. excellent ski area
4. quality schools attract people

D. AAACE affiliation builds skills.
1. volunteer program management
2. help adults deal with change
3. retrain workers for new occupations
4. build quality schools by educating the public

WHAT DO WE SEE WHEN WE LOOK INTO THE FUTURE OF PREDOMINANTLY RURAL STATES?

WELL, IF YOU BELIEVE THE POPOULAR MEDIA, THE ANSWER IS EXTINCTION. TODAY, IRONICALLY, WE HEAR PRECISELY THE SAME PROPHECIES ABOUT RURAL AMERICAN THAT WE HEARD ABOUT URBAN AMERICA IN THE LATE 1960S AND EARLY 70S.

WE ARE TOLD THAT IF OUR RURAL SCHOOL SYSTEMS DO NOT ACT — AND ACT NOW — TO ARREST THE CURRENT CRISIS, RURAL STATES WILL BEGIN TO SUFFER DRAMATIC INCREASES IN SYMPTOMS NOW ASSOCIATED PRIMARILY WITH URBAN LIFE: RISING NUMBERS OF PEOPLE LOCKED IN A CYCLE OF POVERTY ... RISING STUDENT DROP-OUT RATES ... RISING NUMBERS OF BROKEN FAMILIES FORCED TO RELOCATE AND LIVE APART...RISING NUMBERS OF STUDENTS INVOLVED IN CRIME AND DRUG USE ... AND RISING NUMBERS OF TEENAGE PREGNANCIES — COUPLED WITH AN INCREASING INABILITY OF THE STATES EDUCATION SYSTEM TO MEET THE DIVERSE LEARNING NEEDS OF ITS STUDENT POPULATION.

THERE'S WISDOM IN THAT OBSERVATION. BUT THERE IS ALSO A STRAIN OF PESSIMISM THAT CAN IN NO WAY BE JUSTIFIED. THE PROPHETS OF URBAN DOOM WERE WRONG. THE PROPHETS OF RURAL DOOM WILL PROVE EQUALLY WRONG. THOSE WHO TELL US THAT DEMOGRAPHY IS DESTINY, THAT RURAL SCHOOLS ARE DESTINED TO WITHER...TO DECAY...TO DIE SLOW DEATHS WILL SOON BE ENJOYING A FEAST — A FEAST OF CROW — <u>IF...</u>

IF RURAL REGIONS ENTHUSIASTICALLY EMBRACE — RATHER THAN COMPLACENTLY CONTEMPLATE — THE EDUCATIONAL POTENTIAL INHERENT IN MODERN EDUCATIONAL TECHNOLOGY

IF RURAL AREAS REACH OUT TO THE RESEARCH COMMUNITY AND FORM A COOPERATIVE ALLIANCE TO TRANSFORM THEORY INTO PRACTICE.

IF SCHOOL REORGANIZATION AND THE EMPOWERMENT OF TEACHERS BECOMES A TOP PRIORITY

LET ME ELABORATE ON ALL THESE IFFY PROPOSITIONS.

THE KEY QUESTION IS: HOW CAN RURAL SCHOOLS OFFER THE NEW COMPLICATED CURRICULUM TOMORROW'S GRADUATES NEED — AND TODAY'S EDUCATIONAL REFORM MOVEMENT DEMANDS — WHEN RURAL SCHOOL RESOURCES ARE SO LIMITED?

HOW CAN A THREE-TEACHER SCHOOL OFFER THIRTY-THREE DIFFERENT COURSES?

SOME RURAL PARENTS INSIST THAT SMALL SCHOOLS JUST CAN`T DO THE JOB. THEY SEEM WILLING TO ABANDON THEIR SCHOOLS. THEY SEND THEIR CHILDREN OFF TO LIVE WITH RELATIVES IN THE CITIES AND TOWNS. OTHERS DO NOT ENJOY THIS LUXURY. DO WE ESTABLISH A TWO TIERED EDUCATION SYSTEM — ONE FOR THOSE WHO LIVE IN SPARELY POPULATED

RURAL AREAS AND ANOTHER FOR THOSE WHO LIVE IN MORE DENSELY POPULATED AREAS AND HAVE ACCESS TO A COMPREHENSIVE EDUCATION.

I SAY THIS IS NOT THE ANSWER.

AMERICA NEEDS THE EDUCATIONAL MODELS CREATED BY RURAL SCHOOLS. WE NEED TO CHERISH THE VALUES RURAL SCHOOLS OFFER.

I AM CONVINCED THAT WE CAN SAVE OUR RURAL SCHOOLS, AND THAT WE CAN HELP THEM LIVE UP TO THEIR FULL POTENTIAL.

BUT AGAIN, ONLY IF...
IF WE MAKE FULL USE OF TECHNOLOGICALLY ADVANCED TEACHING DEVICES. IF THE EDUCATIONAL REFORM MOVEMENT IS TO FULFILL ITS PROMISE, IT IS VITAL THAT TEACHERS AND TECHNICIANS SIT DOWN TOGETHER AND FORGE A STRATEGY THAT WILL CATAPULT RURAL SCHOOLS INTO THE HIGH-TECH AGE...THAT WILL BRING TO RURAL SCHOOLS THE EDUCATIONAL TOOLS THAT REDUCE A DISTANCE OF MANY MILES TO A FEW SECONDS... [redacted] Y THAT CAN CARRY INSTRUCTION [redacted] TO CHILDREN IN THE [redacted] OUTERMOST REACHES OF RURAL REGIONS.

LET'S EXPLORE HOW WE CAN MATCH TODAY'S TECHNOLOGICAL TOOLS TO THE NEEDS OF RURAL EDUCATION.

FOR EXAMPLE, MICROCOMPUTERS, VIDEOCASSETTS, LIVE SATELLITE TANSMISSIONS AND NEW TWO-WAY HOOK-UPS MIGHT BE UTILIZED TO

PROVIDE EDUCATIONAL SERVICES IN REMOTE AREAS. UNFORTUNATELY, THE DEVELOPMENT, FIELD TESTING, SUPPLYING AND USE OF SUCH TECHNOLOGIES IN RURAL AREAS REQUIRES A COMMITMENT FROM EVERY LEVEL OF THE EDUCATION COMMUNITY AND EVERY LEVEL OF GOVERNMENT — LOCAL, STATE AND FEDERAL.
AND RIGHT NOW, THAT COMMITMENT ISN'T THERE.

ONE WAY TO SECURE THAT COMMITMENT WOULD BE TO PASS THE SCHOOL EXCELLENCE AND REFORM ACT — THE SERA — A LANDMARK PIECE OF LEGISLATION NOW LANGUISHING IN CONGRESS. UNDER THE PROVISIONS OF THE SERA, LOCAL FACULTIES WORKING WITH THEIR COMMUNITIES WOULD BE ENCOURAGED — AND WOULD RECEIVE FUNDING — TO DEVELOP AND TEST PROGRAMS FOR EXPERIMENTING WITH NEW TECHNOLOGY.

I URGE THIS ORGANIZATION TO TAKE THE INITIATIVE IN MOUNTING A MASSIVE CAMPAIGN — INVOLVING ALL RURAL EDUCATORS AND RURAL EDUCATION ORGANIZATIONS — TO CONVINCE CONGRESS THAT PASSAGE OF SERA IS IMPERATIVE.

POINT 2: RESEARCH.

FROM NEA'S PERSPECTIVE THE TEACHER AND RESEARCHER ARE NATURAL ALLIES. AND ONE EXAMPLE OF THE POTENTIAL OF THIS ALLIANCE IS THE NEA MASTERY IN LEARNING PROJECT. [redacted] YOU WILL HEAR more about NEA Mastery in Learning [redacted] DURING THIS CONFERENCE. FOR THAT REASON, I'LL KEEP MY COMMENTS BRIEF.

THE MASTERY IN LEARNING PROJECT RESTS ON THE HARMONIOUS RELATIONSHIP BETWEEN SCHOOL-BASED PRACTITIONERS AND RESEARCHERS FROM BOTH REGIONAL LABORATORIES AND PROMINENT R & D CENTERS. AS A RESULT OF THIS COLLABORATION, 180 TEACHERS AND PRINCIPALS THROUGHOUT THE NATION HAVE NOW TARGETED A NUMBER OF BOLDLY INNOVATIVE PROJECTS FOR MORE SUSTAINED WORK.

THE NETWORK OF COOPERATING SCHOOLS INCLUDES TWO THAT SERVE RURAL YOUTH. THE WILDWOOD MIDDLE SCHOOL IN CENTRAL FLORIDA IS FOCUSING INITIALLY ON HELPING AT-RISK STUDENTS. THE CENTENNIAL SCHOOL IN COLORADO, WITH A K-12 FACULTY, IS AT THE POINT OF IDENTIFYING ACTION PLANS THAT DIRECTLY TARGET THE NEEDS OF RURAL CHILDREN. BOTH THESE MASTERY IN LEARNING PROJECTS USE RESEARCH-BASED STRATEGIES TO EMPOWER STUDENTS, TO HELP THEM COPE WITH THE COMPLEXITY OF A CONFUSING WORLD, AND TO INSTILL IN THEM A LOVE AND APPRECIATION of their CULTURAL HERITAGE.

POINT 3: SCHOOL REORGANIZATION

OUR SCHOOLS TODAY ARE STILL SHAPED BY AN ORGANIZATIONAL MODEL APPROPRIATE TO 19TH CENTURY INDUSTRY. THAT MODEL DOES LITTLE TO ENLIVEN THE IMAGINATION. IT DOES MUCH TO STIFLE INNOVATION. IT DOES LITTLE TO ENCOURAGE COLLEGIAL COOPERATION. IT DOES MUCH TO INTENSIFY ISOLATION.

RESEARCH HAS AMPLY DOCUMENTED THE PRICE WE PAY FOR CLINGING TO THIS ANTIQUATED STRUCTURE. THE SCHOOL ENVIRONMENT BECOMES STERILE. MORALE COLLAPSES. STUDENTS DROP OUT. TEACHERS FLEE.

WHAT DOES THIS TELL US? I THINK ALL THIS TELLS US, VERY SIMPLY, THAT WE MUST RELEASE EDUCATORS FROM THE STRUCTURAL STRAIGHTJACKETS IN WHICH THEY ARE NOW STRAPPED. WITHOUT THIS CHANGE, ALL THE REFORM DOCUMENTS THAT HAVE BEEN WRITTEN WILL BECOME NO MORE THAN FADED REMINDERS OF WHAT MIGHT HAVE BEEN. THIS ERA OF REFORM WILL BE REMEMBERED AS AN ERA OF LOST OPPORTUNITIES.

IF WE ARE TO AVERT THIS TRAGEDY, WE MUST INSIST ON A REFORM PROCESS THAT ENCOURAGES — THAT FACILITATES — REFORM FROM THE CLASSROOM UP. UNFORTUNATELY, FOR THE PAST THREE YEARS, EVER SINCE THE RELEASE OF A NATION AT RISK, REFORM EFFORTS HAVE BEEN ALMOST EXCLUSIVELY TOP-DOWN IN ORIENTATION. DECISION-MAKING CONTROL HAS BECOME MORE AND MORE CONSOLIDATED IN STATE OFFICES.

THIS STUBBORNLY PERSISTENT FOOLISHNESS HAS PROVED DEVASTATING. AND NO ONE CAN CLAIM THAT THE NATION WASN'T WARNED OF THE COMING DEVASTATION. MORE THAN SIX YEARS AGO, ARTHUR WISE CONCLUDED HIS PIONEERING STUDY — LEGISLATED LEARNING — WITH A PASSAGE I'LL PARAPHRASE ONLY SLIGHTLY:

IF THIS CENTRALIZATION OF POWER CONTINUES UNCHECKED, [redacted]

THE LOSERS WILL BE MEMBERS OF LOCAL BOARDS OF EDUCATION.

MAJOR LOSERS WILL BE TEACHERS. THE MOST TRAGIC LOSERS WILL BE STUDENTS. AND [redacted] OUR SOCIETY....FOR CENTRALIZED DECISION-MAKING SUBORDINATES THE WELFARE OF THE INDIVIDUAL TO THE WELFARE OF THE STATE.

I SUBMIT THAT THOSE WORDS HAVE PROVED PROPHETIC.

AS ERNEST BOYER HAS NOTED, A FULL 90 PERCENT OF THE LEGISLATIVE ACTS THAT HAVE BEEN TERMED EDUCATION REFORMS HAVE IN FACT BEEN REGULATIONS — REGULATIONS THAT SEVERELY RESTRICT TEACHERS' RIGHTS TO USE THEIR OWN JUDGMENT, REGULATIONS THAT USURP THE AUTHORITY THAT APPROPRIATELY BELONGS TO TEACHERS, PARENTS, AND LOCAL COMMUNITIES.

THIS RISING TIDE OF REGULATION HAS WRENCHED DECISION-MAKING AUTHORITY FROM THE HANDS OF TEACHERS AND PRINCIPALS. THE RESULT HAS BEEN TO PARALYZE [redacted] TEACHERS—PARTICULARLY THOSE WHO ARE INNOVATIVE AND CREATIVE. THEY HAVE BEEN DEPRIVED OF THE FLEXIBILITY TO TAKE CHANCES, TO EXPERIMENT, TO DEVELOP BOLD APPROACHES TO MEETING THE NEEDS OF RURAL STUDENTS and urban students as well.

THE LATEST REPORT FROM THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT— WITH CONSEQUENCES FOR ALL — MAKES THE CASE THAT EDUCATION IS MOST EFFECTIVE WHEN TEACHERS HAVE THE LATITUDE AND THE AUTHORITY TO TAILOR TEACHING TO THE NEEDS OF STUDENTS. EVERY ATTEMPT AT REFORM THAT DILUTES THE AUTHORITY OF

THE CLASSROOM TEACHER DILUTES THE QUALITY OF INSTRUCTION IN OUR NATION'S CLASSROOOMS.

NOWHERE IS THIS MORE TRUE THAN IN RURAL AMERICA.

AND IF RURAL SCHOOLS WILL LEAD THE WAY IN RETURNING DECISION-MAKING AUTHORITY TO THE PEOPLE CLOSEST TO THE ACTION, TO THE PROFESSIONALS AT THE SCHOOL BUILDING LEVEL, THE BENEFITS WILL ACCRUE NOT ONLY TO RURAL AMERICA, BUT TO THE NATION AS A WHOLE.

IN THE LAST CENTURY, HORACE MANN ENJOINED HIS STUDENTS TO ``BE ASHAMED TO DIE UNTIL YOU HAVE WON SOME VICTORY FOR HUMANITY.'' WITHOUT BEING MELODRAMATIC, LET ME JUST SAY THAT I BELIEVE A VICTORY FOR EDUCATION IN RURAL [redacted] AMERICA WOULD BE A VICTORY FOR HUMANITY. AND WE CAN BEGIN TO CLAIM THAT VICTORY BY ACTING NOW ON THE PROPOSALS I HAVE OUTLINED.

LEARNING CENTERS

WEDNESDAY THROUGH FRIDAY

OCTOBER 8 - 10, 1986

Robert Wall
Graduate Professor of Education
Towson State University
402D Hawkins Hall
Towson, Maryland 21204

Phyllis Ensor
Professor of Health Science
Towson State University
305 Hawkins Hall
Towson, Maryland 21204

Clifford M. Herman, M.D.
Harborview Medical Center
325 9th Avenue
Seattle, Washington 98104

TRAUMA EDUCATION
AN IMPERATIVE FOR RURAL EDUCATION

Trauma is the leading cause of death of children. Approximately seventy percent of all school age children will be directly or indirectly involved with a trauma producing situation within a school year. Death rates from automobile accidents for rural areas are almost triple the rates for urban areas. The death rate for night accidents are twice the rate for ubran areas. Rural home accident mortality rates are twenty percent higher than urban rates. On the farm injury rates for children age 2-14 are the highest of any age group. Actual rural deaths from bicycles/mopeds are similar to urban deaths. This is alarming when you consider the proportion of rural population in the United States is currently only twenty-six percent of the total population.

Safety Education Evaluation Project

This statewide study utilized the Solomon four group design with repeated measures to assess the effects of a series of three slide/tape safety education presentations (entitled: "Tommy Trauma") designed for grades K-3. The presentations were given in the classroom to children (N = 2500) from three school systems; one rural, one suburban, and one urban. The rural system was located in Western Maryland.

The main purposes of the study were to determine the level of learning, and the length of retention of critical information. Therefore, a long-term follow-up was part of the study. Prior to the classroom presentations of the safety education programs ("Tommy Trauma"), in-service education sessions were conducted with 50 teachers, principals, and supervisors representing the three school systems. The teachers then presented "Tommy Trauma" to the children using normal classroom procedures.

The Rural School District

Allegany County is the second western-most county in Maryland, located between Pennsylvania and West Virginia. Several ridges of the Appalachians cross the county north-south and have valleys between them. Major industries are coal mining, agriculture, timber, and transportation.

Findings

Results of the study indicate that there is a difference in scoring patterns among the rural, suburban, and urban school children. Additionally, there is a grade level difference in level of learning which may be attributed to maturation.

There was a significant difference between pre and post tests over the four month period. Learning was retained among all grade levels. There was little drop in learning from post test 1 to post test 3. Children who received sticker-badges and "Tommy Trauma" coloring books as reinforcement did not perform significantly better than the control group, although the learning was retained over a longer time.

It appears that the safety education program was effective in teaching basic concepts of safety to children grades K-3.

Presentation Format: Learning Center -- Product Demonstration and Evaluation

Teresa Bennett
Program Coordinator of Leadership Training Prg
University of Southern Mississippi
Hattiesburg, MS 39401-5163

TRANSDISCIPLINARY TRAINING OF LEADERSHIP PERSONNEL IN RURAL MISSISSIPPI

Abstract

The geographic environment of the state of Mississippi is essentially rural and isolated with only one county (Hinds) having an excess of 250,000 people. Of the 2.5 million total population in Mississippi, 35.2% are blacks and .0073% are other non-whites. Mississippi consistently ranks as one of the poorest states in the nation in terms of per capita income ($6,508 per capita according the 1980 census data). Of the total population 24% live below the poverty level set in 1984 at $8,460 for a family of three, with many households having incomes of less than $5,000. It is estimated that almost half of all Mississippi women who give birth are at the poverty level. Infant mortality is extremely high with a rate of 15.4 per 1,000 live births. With the exception of Hinds county and several Gulf Coast counties, only the minimum of public services are offered to Mississippians who reside in rural areas (Mississippi Developmental Disabilities State Plan, 1984). As Mississippi develops service systems for it's rural population, training of those professionals in leadership roles is a necessity.

In response to the diverse needs of a state like Mississippi the University Affiliated Program at the University of Southern Mississippi has recently established a unique and innovative approach to graduate training in the area of early intervention. A transdisciplinary graduate training program has been established through the departments of special education, psychology, counseling psychology, corrective therapy, speech and hearing sciences and nursing. Specific core courses are also offered through the departments of social work, home economics, and curriculum and instruction. This training program has established a model for transdisciplinary training in the area of early intervention that provides leadership training in the areas of teaching, research, and service. Training focuses around roles essential to all disciplines involved in the field of early intervention including infant specialist, family-educator and counselor, team collaborator, administrator, diagnostician, program developer and evaluator, and advocate.

The proposed session will begin with an overview and rationale for transdisciplinary training of personnel involved in the area of early intervention. Guidelines for establishing a transdisciplinary training program at the university and departmental level will follow.

The main componenets of the training program will then be discussed, including a detailed description of core courses and community-based practicum activities. The core courses include: Medical Aspects of Children At Risk; Assessment of Handicapped Children 0-5; Intervention Strategies for Handicapped Children 0-5; Families of the Developmentally Disabled; and a seminar in professional issues. Community based involvement by students include the establishment of a community-based screening/diagnostic team; family counseling; hospital based follow-up programs for NICU babies; a baby exercise program; and staff development programs.

The session will culminate in the presentation of evaluation data regarding effectiveness of the training program. Program evaluation is based on the Discrepancy Evaluation Model which includes input, process and outcome components. Each of these components will be fully discussed with corresponding data presented.

Neal Kirby, PO Box 865, Oroville, WA 98844

Excellence and Equity in Education

Can it be achieved for all the state's children?

The Problem — An Inequitable Tax Structure For the Support of Schools

The school levy tax structure is inequitable and regressive. School districts which are property poor have to pass higher tax rates than richer districts to collect the same number of dollars per student.

Seattle and Tonasket, for example, each had a 1985 school levy tax rate of $1.57 per $1,000 assessed property valuations. Despite the same tax rate, Seattle collected over $800 per student while Tonasket collected only $225 per student. Tonasket would have needed a tax rate over 3.5 times Seattle's rate to collect the same dollars as Seattle. Tonasket's lower per student property values is the cause.

Tonasket also suffers high unemployment and low average incomes. Tonasket's voters simply can't afford to tax themselves at 3.5 times Seattle's tax rates Tonasket, like so many other property poor districts with high unemployment and low incomes, can't provide funding through levies equal to richer school districts.

In fact, in Stevens, Skamania, and Ferry counties where property values are near the lowest and unemployment remains near the highest, only one levy passed for 1985 levy collections.

Labor intensive agricultural areas with large numbers of Hispanic students and recession impacted timber areas, especially, suffer the most from these taxation and education inequities. The school districts in these areas generally have less per student funding.

To have equal funding the poorest people would have to pay the highest school levy tax rates and a larger proportion of their personal incomes. It's a regressive tax structure that the poor can't afford. The poorest children, as a result, go to the most poorly funded schools.

The problems of low property values and their effects on the schools are highlighted in areas with high unemployment and low incomes. The problems, though, also effect districts such as Lake Stevens, Mead, Clover Park, and others with low per student property values. The voters in these districts will simply not tax themselves at the highest rates for equitable educational services.

The differences between districts in the ability to raise funds leads to differences in class size, in-services for teachers, curriculum offerings, and supplemental salary through per diem days for regualr classroom teachers. This leads to differences in the quality of education offered.

The Solution — Levy Equalization

The Governor has appointed the Advisory Council on Education Funding to study educational financing in our state and to propose a new plan. Many groups are pushing hard for even greater reliance on levies. Without some form of levy equalization this would only increase the inequities between the richer and poorer school districts.

The poorer districts need a levy equalization plan so they have a chance to provide equitable educational services. Such a plan could work as follows:

School districts below the state average per student property values would be allowed to pass a levy rate up to that tax rate which would generate the district's total levy capacity if the district were at the state average per student property values. The state would then provide matching funds equal to the difference between what that rate would raise when applied to the district's actual property values and what would have been raised had the district's property values actually been equal to the state average.

If no levy is passed then no matching funds would be provided to the school districts.

This levy equalization plan would, for school levy purposes, bring about partial equity by artificially raising property values of the poorer districts to the state average. The poorest districts would still need the highest tax rates to raise equal dollars but the differences would be lessened considerably. The matching funds would also be an inducement for those districts now having difficulties passing levies.

The overall effect of levy equalization would be that property poor districts could raise more funds from levies with lower levy tax rates than now needed.

What Needs To Be Done?

The 1987 legislative session will be rewriting the educational finance laws. Whether or not educational opportunity becomes more equitable will depend on us. The Advisory Council on Education Funding and our legislators need to know that we support levy equalization.

The governing boards of both the Washington State Democratic Party and the Washington Education Association have passed measures supporting levy equalization. The Committee for Levy Equalization has been formed to collect the names of organizations endorsing levy equalization, to lobby the legislature for levy equalization, and to seek general public support on behalf of levy equalization.

Your school board, local education association, city council, county government, local Grange, political club, county political party, or any other group can formally endorse levy equalization. The Committee for Levy Equalization is collecting those endorsements to present to the 1987 legislature. If your group wishes to endorse this plan, please write the committee as well as your state legislators. If you have any questions contact the committee.

Milford O. Holt, Associate Provost
SE Missouri State University
900 Normal
Cape Girardeau, MS 63701

III. Proposal Abstract

Southeast Missouri State University serves by legislative mandate a twenty-five county area encompassing one-fourth of the state. The region is demographically diverse. Included are both the metropolitan St. Louis area and some of the sate's least populated counties. Southeast Missouri State University is the only four-year institution of higher education, public or private, serving these rural counties.

The University's Board of Regents had designated Teacher Education as one of the two Premier Programs (the other is General Education). It is the expectation of the Regents that Teacher Education will achieve a level of excellence which merits recognition as one of the best programs in the Midwest and in the Nation. Resources have been committed. In partnership with K-12 schools in the region, a major redesign effort is underway. One of the major thrusts of this effort is a jointly developed and implemented process for providing widely diverse settings in which pre-service students may be afforded the opportunity to link theory and practice. The rural school setting is a major component of this thrust.

One of the problems (assets?) of this component is the distance between the campus and the rural setting, both in space and in time. In this new context, it is necessary to refocus the thinking of teachers at both locations. Campus based teachers must come to realize the contribution only the teachers in rural settings can make and to internalize the realization that these teachers are highly qualified professionals who happen to work in a different setting. Teachers in rural schools need to realize that the space and time gulf can be overcome and to internalize the realization that campus-based teachers are coming down from the ivory tower to join in a collaborative partnership.

The presentation at the conference will include a brief oral presentation with transparencies; printed materials describing the collaborative activity; a video tape prepared specifically for introducing to teachers, administrators, board members, and parents the concept of clinical experiences in areas remote from the campus; and a time for questions and discussion.

GENERAL SESSION

WEDNESDAY, OCTOBER 8, 1986

9:00 - 10:30 AM

THE BRIDGE TO ARCADIA:

SCHOOL/COLLEGE COLLABORATION AND THE RURAL TEACHER

REBECCA YOUNT

Director, Mellon Foundation School/College Collaboration Project

Council of Chief State School Officers

Washington, D.C.

INNOVATIVE PROGRAMS, RESEARCH, AND TECHNOLOGIES

IN RURAL EDUCATION:

ANNUAL CONFERENCE OF THE

NATIONAL RURAL AND SMALL SCHOOLS CONSORTIUM

Western Washington University

Bellingham, Washington

October 1986

THE BRIDGE TO ARCADIA:

SCHOOL/COLLEGE COLLABORATION AND THE RURAL TEACHER

I feel genuinely privileged to be here today. Although I have lived the past twenty years of my life in populous urban areas, I was born and raised in a rural area of the midwest and think of myself as an indelible product of rural education.

So often, when some people think of rural education, the image that comes to mind is that of the bucolic, serene, one-room schoolhouse set off in the countryside with a caring, nurturing, dedicated teacher administering to the needs of the students. I am as guilty as most when it comes to indulging in fantasy about country life: like the ancient Greek poets, I am tempted to conjure up an Arcadia of peace when I think of the word "rural."

Somehow you would think that I'd know better, having attended a rural school, but I have to admit that the older I get, the more I look back upon those days with greater longing. Actually, I am not even particularly bothered by the hard fact that "making do with less" was a way of life for us. We were severely underequipped in every way. Often, we had to use pieces of broken chalk (I remember picking them up off of the floor to give to the teachers). During the long, cold winter months we often weren't sure if there would be enough coal to stoke the furnace

(somehow, there always were). Our chemistry lab was filled with broken beakers, but we used them and we learned chemistry just as well as with unbroken beakers. We did have a marching band. I played the trombone and held it together with a piece of string. I had friends who went to large, suburban consolidated schools and when they described those schools or when I had the opportunity to visit such schools, they seemed comparable to colleges to me. I was often stunned by the resources such schools had access to.

In my school, we were always dealing with what we didn't have. Yet, for all of those hardships and the "making do with less," I came out of that system with a fine education. That fact has less to do with me, and everything to do with the fine, dedicated teachers who taught me and cared about me.

As most of you know, making do is a way of life for most school personnel in rural areas. I found particularly striking a testimonial which appeared in a recent publication entitled Alaska's Small Rural Schools (issued by the Institute for Social and Economic Research). This profile depicts a day in the life of a principal/teacher in a 16-student rural high school in Alaska, and it goes like this:

> I'm usually up at 6:00 AM. I get over to the school, and my wife stays at home to get the kids up and going. We have no washing facilities at the House. I usually get myself cleaned up over at the high school, so I'm on the job at 7:00. I'm usually doing administrative work from 7:00 to 8:00 and class preparation from 8:00 to 9:00. Classes start at 9:00. Then it's a real go period until 3:30. I'm either in the class teaching or off handling a maintenance problem

or dealing with an administrative problem. From 3:30 to 5:00 I'm either helping kids with homework or with a form they have to fill out or just sitting down to chat with them because there's not enough time during the day to get personal. We might talk about a problem, because I'm also the counselor.

I usually stop at 5:00 so I can pick up the children, go home, and have dinner. But if I'm behind, then I'm back over at the school at 8:00 pm. My wife writes me notes to communicate. It's been a real strain on the marriage.

And then there are the emergencies...[If] the generator is down...I get up out of bed, I go back to school, I shut down the generator, and I try to bring another generator on line. If it's a severe problem, then I have to trudge through the storms or whatever to get my maintenance man. We're out there until 2 or 3 in the morning putting a generator together. Then I go back to bed and get up at 6 again.

As most of you know, this scenario is not too uncommon in the day-to-day life of rural school personnel. My question is, with all of the major national reports being issued on teacher education reform, where does a school like this one in Alaska fit into that national reform movement? And what measures are the Council taking through the Mellon project to bring rural schools into the mainstream of reform by helping rural teachers?

First, by way of background, let me tell you briefly about the Council of Chief State School Officers and the Mellon Project in general. The Council is a nonprofit education association located in Washington, D.C. comprised of the top public official responsible for education in each state. State superintendents and commissioners of education in the 50 states, the District of Columbia, and the six extra-state jurisdictions

are the sole members of the Council. Like many other nonprofit education associations, we provide a variety of services and technical assistance to our members. One such service is the Mellon Project.

In July 1983, the Council received a grant from the Andrew W. Mellon Foundation to enhance and facilitate working relationships between elementary/secondary and postsecondary education. In September of that year, we awarded thirty-nine $2,000 planning grants to as many applicant states; and in January 1984 we called together a blue ribbon selection committee to award implementation grants (on a competitive basis) to 14 states (out of 47 applicants).

These grants in the first project ranged from $25K to $30K, and were for 18 months duration. In January 1986 the Council received a second major grant from the Mellon Foundation to select another group of states, but this time the collaboration was to focus on one of two areas: 1) improving the current teaching force or 2) attracting exceptional persons into the profession. Again, we called together a blue ribbon selection coommittee which, again, selected 14 projects at grants of about $28,580 each. There is a strong representation in the prairie states among those fourteen and an almost even division of urban programs and rural programs. A bit later in this talk, I will address some of the specifics of the rural projects.

But before I do that, I would like to put rural education as a whole in a national perspective by looking at some hard data.

Once having done that, we will look at the Mellon model as a way of getting at some of the pressing issues facing rural schools and their teachers.

- First of all, rural schools schools comprise the majority of the nation's schools (67%); of the 15,600 U.S. school districts, 8,000 have 1,000 or fewer students and 12,000 have 2,500 or fewer students. Yet, the majority of the school population resides in urban centers, a prime factor in the allocation of federal funds.

- There are still approximately 835 one-room schools in the U.S. In the state of Montana alone, there area 114 one-room schoolhouses. This is probably no surprise to you, but it is to many, especially those on the eastern seaboard who think the one-room schoolhouse no longer exists at all.

- Rural schools have as much as a 40% attrition rate of staff per year.

- Two-thirds of the banks in the U.S. that have closed in recent months have been in rural areas.

- Traditionally stable farm economies are declining; farms that have been in families for generations are put on the auction block daily.

- The young are fleeing from the heartland. According to Bud Hodgkinson (ACE) the prairies states now have an increasingly older population,

not because people are retiring to those regions, but because the young are leaving (or, as he put it, "moving to Malibu as soon as they get their driver's license").

- Rural populations are declining: according to the Hudson Institute, from 1930 to 1980, the proportion of the U.S. population living in rural areas declined from about 43% to 26%; the farm population alone declined from 30.5 million in 1930 to 7.2 million in 1980. Since 1980, that population has declined even further.

- Despite the good news about the General Motors Saturn plant in rural Tennessee and the Citibank financial services center in Sioux City, industry is fleeing from rural areas and concentrating itself in urban/suburban areas. Rural economies, on the whole, have never recovered from the recession of the late 1970s and early 80s. (Hudson Institute).

- Incomes in rural areas are notoriously low and job opportunities relatively few. Rural unemployment rates remain high and in fact outdistance urban unemployment rates (Hudson Institute).

- In oil-dependent rural economies, state revenues can be reduced by as much as $1 million every time the price of oil drops $1 per barrel.

- According to a recent article in the Chronicle of Higher Education, multibillion dollar losses are expected in the drought-plagued southern rural states with the largest farm economies, a fact that is already affecting education funding in those states.

- Federal programs to stimulate economic growth and development in rural areas have been drastically reduced.

- And, last but not least, we are expecting national teacher shortages of more than one million by 1990.

That is not, to say the least, a propitious backdrop against which to attract and retain rural teachers.

Now, I know that you brought me here all the way to Washington State to bring you good tidings and buck up your spirits. But these issues concern me. And pitted up against this backdrop of rather dire circumstances, major reform in rural education becomes ostensibly untenable. Coupled with that is the sheer dearth of accurate data regarding rural economies, rural education, and rural demographics in general. This fact alone has placed policy makers, both state and federal, in a state of "unpreparedness" to deal effectively and appropriately with rural issues; and this is due not only to the fact that the U.S. Department of Agriculture has drastically cut back its

research in rural education, but also because the data we have now is rendered obsolete because of the dramatic changes that have occurred in rural economics in the past five to six years. To gather the most accurate data in order to formulate effective policy would constitute going back to the primary source, an undertaking and expense to which few agencies are willing to commit themselves (Hudson Institute).

So, as Tolstoy said, "What shall we do?"

For starters, I would advise "thinking small." Drastic problems cannot be effectively solved by tossing large amounts of dollars at them helter skelter. The problems facing rural education today are simply much too complicated for that. These problems must be analyzed (with accurate data to back up any analysis), isolated, and broken down into their components. And rural issues have regional differences that must be taken into consideration--the delivery systems for education in Alaska are not the same as in rural Ohio.

I firmly believe that one way to begin developing creative solutions is through the cooperation of schools and colleges. One of the best ways of building such cooperation is through small incentive grants. I regard myself as a veteran of a decade of reform and I have been involved in reform projects that have given grants as small as $800 to local projects with some pretty phenomenal results. And for those who might say that $30K is not very much to motivate school/college collaboration (as in the Mellon Project), I beg to disagree. Let me share a case study with you from the first Mellon project.

What I would like to talk with you about this morning is the Gadsden

Demonstration Models Project, a collaborative enterprise in Florida under the first Mellon project. I bring this to your attention to demonstrate how a modest amount of money can serve as a catalyst for reform in an economically depressed rural area.

The Gadsden Demonstration Models Project was already underway when Florida received its 30K Mellon grant in 1984. However, the effort needed impetus, and that grant provided that push.

This project was a cooperative effort of the Gadsden County school system, the state department of public instruction, Florida A & M University, Florida State University, and Tallahassee Community College. The project was coordinated by the Florida Institute of Education and had the full support of the Chancellor of the University of Florida System.

The two main goals of the project were to train school personnel in more effective ways to prepare and counsel rural black students, and to work collaboratively with three postsecondary institutions in developing these counseling techniques in order to bring these kids into the postsecondary system. Another goal was to improve the recruitment of minority students and to facilitate the college admission process through training of selected college and high school personnel. To help achieve these goals, the grant provided funding for a series of two-day workshops conducted at each of the four Gadsden County high schools. The workshops involved teams of 20 individuals and resulted in a collaborative three-year action plan for each school for the training of select personnel to prepare black students for college admissions.

Even with all of that cooperation, the project had many strikes against it. Gadsden County had not been able to attract business and industry the way nearby Tallahassee had and the more successful Tallahassee became, the more Gadsden County suffered from a declining tax base and a "brain drain" from their school system. Also, the average annual per capita income in the county in 1984 was $4,971. Postsecondary education among young rural blacks was rare and the schools were losing their best teachers. But the county had something else, a sense of heritage. Much of the black population of Gadsden County can trace its roots back to the original freed slaves who settled there after the Civil War. The population felt a deep responsibility to their community, and it is really this spirit that made the project as successful as it was.

By the time I went down to the town of Quincy to make a project site visit, community action groups had formed around a series of project issues such as: how to bring back good teachers, how to attract business and industry, and how to attract whites back into the community. The groups were biracial and diverse in the kinds of people who participated--parents, teachers, college faculty, lawyers, doctors, business people--you name it. The small amount of money afforded by the Mellon grant gave the project a rallying point, and it really took off! Let me read you some data from their final report.

- In Shanks High School, a virtually all-black high school, a goal of 65 college enrollees for 1984-85 was set as part of the project's goals.

That goal was reached, and a 66th student enrolled in a technical school. Although these numbers may seem low, they were unprecedented for Shanks.

- Scholastic performance improved dramatically:

  91% of the tenth graders in Shanks passed the communications section of the required state Student Assessment Test;

  93% passed the mathematics skills test.

These scores were higher than the state's respective averages of 88% and 84% and were the highest ever in Gadsden County.

- One module of the project promoted strong encouragement for black students to take the ACT or SAT, with fee waivers provided if necessary. In former years, fewer than ten students would take those tests, but in 1985, fifty-five took the ACT and five took the SAT. All received higher than average scores and qualified for university admission.

Although these numbers would appear low by any large, urban school district standard, they are significant for a rural area like Quincy. It is precisely because rural areas perceive themselves as so isolated (and sometimes forgotten) that reform becomes paralyzed. But small amounts of money (even $2K grants can work this way) can really help break through

this isolation, formalize partnerships between schools and colleges, build morale, and help move the issues forward. In fact, the Gadsden teams all stated that one of the most significant impacts of the Mellon grant was the tremendous boost it offered to the morale of the particpants. The Florida project has been funded a second time under the curent Mellon project to carry their model into an urban area--Miami.

I would also talk at length today about another rural project in Montana, but those folks are here at this conference and will be presenting a case study of their own, so I won't preempt them. However, I would like to make a few general comments about why that project has worked so well. Many of you know what the logistics are like in a state like Montana. I had the good fortune to spend a summer in Montana during my college years, and was stunned by the distances. People 35 miles away are referred to as "neighbors." The Montana Educational Challenge Project, funded under the Mellon grant, was faced with the need to bring teachers in remote areas into training sessions to become members of joint accreditation teams. Among other things, the grant provided the necessary travel monies for project team members to get to those distant locations, such as some of the isolated Indian reservations. One week the Montana project coordinator called me (apologizing for not returning my call sooner) to tell me that she had logged 1,500 miles on her car that week for project trips and planned to log an additional 800 miles during the weekend.

As I mentioned earlier, the purpose of the project was to build joint

accreditation teams which would visit the schools. These teams consisted of personnel from the Office of Public Instruction, from local school districts, colleges, community colleges, and the University, and even four state legislators. Many school personnel who are hundreds of miles away from colleagues were afforded the rare opportunity to work together with peers during the team training sessions. A total of 351 persons were trained for team participation. Out of this project, a talent bank of those team participants has been developed which is accessible to all local schools, no matter how remote, to provide, among other services, inservice training for school staff. You will hear more about Montana's project later this week from Bob Anderson and Dwayne Jackson.

I view the Florida and Montana projects as successful undertakings in rural education reform because both effectively broke through the isolation of teachers, bringing them into the mainstream of what each state can offer to improve their working conditions and to enhance their professional development. Furthermore, both projects brought the conditions of rural teachers to the attention of their respective higher education systems and to the state policy makers. Previous to both of these projects, the assumptions which both higher education and the state policy people were making in those states about the needs of rural educators were simply, in many respects, not always accurate. Now, they know better.

In the current Mellon project, out of 14 state-based projects, several

focus solely or in part on rural education issues. This tells me that the states are trying to tell us something: "Sit up and listen to your rural schools. We need help. Yes, we can provide the solutions, but we just cannot do it alone. And don't make trite and simplistic generalizations about rural education. Sure, we have problems. You don't think that there are at-risk kids in rural schools? Hunger, poverty, teenage pregnancy, drug abuse, and even teenage suicide. Sure there is." These problems are not the sole domain of urban areas. Yet, urban centers primarily get the attention. That has got to change.

We need to be fully prepared to aid and assist that principal/teacher in the 16-student rural Alaska high school. The various Mellon projects are applying a variety of means to get to those teachers on the Indian reservations and in areas so remote that they are accessible only by bush plane or dog sled. Parenthetically, I might add that I favor the use of technology in reaching teachers in rural areas, but I also feel strongly that we must get "real live bodies" out to those people in remote areas who have little if any interaction with colleagues. Breaking through the extreme isolation that many rural school teachers experience and providing them with high quality inservice training programs is one of the most positive ways we can retain them.

The Mellon projects have done much of that, and are now developing additional ways of reaching rural teachers. Very briefly, I would like to point out what some of the current Mellon projects are up to:

Colorado has developed a comparative project among rural, suburban and urban schools utilizing the current research on effective teaching and staff development to test out the most effective ways of devising high quality staff development programs. With this mix of schools, the project will be able to draw comparisons between the needs of rural and non-rural schools. (In cooperation with the University of Northern Colorado).

Idaho has developed a statewide project which will have important consequences for that state's rural teachers. The project will develop high quality inservice training modules for teachers and will drastically reform teacher recruitment measures. This project will also work in tandem with the state's regional inservice consortia in an attempt to retrain former teachers not currently in the workforce to fill critical areas of shortage. (Also in cooperation with the Northwest Regional Educational Laboratory and the University of Idaho.)

Minnesota has devised a project to design staff development programs which will impact directly on the learning of students by utilizing the research on effective schools and provide inservice training for both school teachers and administrators. Again, this statewide project will reach the rural areas and bring those teachers into the mainstream of the activities.

North Dakota will focus on building transitions for secondary students

to postsecondary education in part by improving the quality of teachers in secondary education and raising their awareness of the needs of those students making this transition. This will impact the rural areas, especially those Native Americans not ordinarily involved in such activities.

I realize that these programs may sound a little ambitious, but we have found through the first set of state projects that a little bit of money can go very far and have a tremendous impact on the daily lives of teachers. What's more, private funds are relatively unrestricted, encouraging more flexibility, allowing mid-course adjustments, and have far less red tape to grapple with. Personally, I have found that I can do a great deal more with a relatively small grant that has little or no red tape than I can with a large grant that has me enslaved with paper work and unrelenting accountability. And I have had both.

Based upon those dire facts that I laid out to you a little while ago, I think we can safely say that rural education is at a time when it needs a greal deal of care and feeding. The states are already telling us that in subtle (and not-so-subtle) ways. Out of the 33 proposals we received for the second Mellon grant award competiion, more than half addressed a rural education component of some kind. In 1983, out of the 47 proposals which were received for the first competition, about four-fifths addressed some issue of needed teacher education reform. That was about two years before teacher education became the high profile, national issue it is

today. Are the states telling us something? Will rural education become one of our next high profile reform issues? I hope so.

Teacher shortages are already hitting some rural areas. The the first order of business must be to attract and retain quality teachers in rural schools--like the dedicated ones that I had, and that many of you sitting here today had. Without quality teachers in rural schools there will simply be no rural schools. However, I am not always convinced that even the best-intended state or federal policy makers always have a complete grasp on the kinds of unique problems that face rural schools, and when they do get involved, they sometimes do the wrong thing. But this may not be as much their fault (if, indeed, we are finding fault) than that of those who articulate the issues and problems to them.

One thing I have learned from lobbying in Washington: never take the problem per se to the policy makers: always take the solution to them. How to get to the solution? Well, first let's talk about funding.

I see in the position statements of this consortium that there are frequent references to the need for increased federal funding. Amen to that.

But I would certainly caution you against throwing all of your eggs into the federal funding basket. For one thing, the monies are not there--especially the kinds of funds you need to signicantly advance rural

education. We at the Council are constantly reminding ourselves of the cutbacks in federal funds. We have a poster hanging in our office (maybe some of you have seen it) which reads:

> "It will a great day when our schools get all the money they need and the air force has to hold a bake sale to buy a bomber."

I would urge you to think somewhat differently about funding--think small in the beginning, and back off from the "big bucks" mentality. With some small amounts of incentive monies, solutions can be cooperatively and collaboratively developed, tested, adjusted, and then expanded. At that point, you've got something to show your state legislature and even the feds: you have begun to unravel the problem, you can come up with the answers. You've field-tested your case. Maybe, just maybe, the state legislature will include all or part of your effort in next year's appropriations. That is not so far fetched. Seven out of fourteen of the first set of Mellon projects got all or part of their efforts picked up by their legislature. Why? Because they had something to sell that had been produced with relatively small amounts of monies.

I am a great believer in the mini-grant approach to funding. If I were a foundation officer, I would be inclined never to award a large grant to a fundee until I had awarded a small incentive grant to that party. When people can creatively work with small amounts of monies, it tells you something. I have seen the mini-grant approach work time and time again. For example, out of the 39 projects in the first Mellon

project which received $2,000 planning grants, 27 were able to secure additional funding to continue their programs in some capacity. One rural project in the southwest went to a local bank to secure continued funding.

There are other examples. Recently, I caught up with a former colleague of mine who had received, some years ago, a small grant from one of the national projects in which we were both involved. The $800 grant was the cause of some derision among our other project participants, one of whom said that "$800 wouldn't even buy you lunch."

As it turned out, my colleague not only bought lunch, but some wine as well, and invited the members of the university's curriculum committee (many of whom barely had been on speaking terms for months) to a retreat. More was accomplished during that one retreat than during the entire academic year. When I recently saw him, he asked, "Remember that small grant you gave me six years ago? Well, as a result of the project which we started with that grant I got a follow-on grant under title III." "How much?" "About one million dollars over three years." He continued, "You know, mini-grants are a little like the parable of the talents: give me 10 talents, and I'll increase it to 100."

Another recipient of one of those $800 grants said at the time, "Oh, well; $800 is better than nothing." Much better, as it turned out. He was able to secure a large implementation grant from DOE as a result of the work accomplished on virtual pennies. Mini-grants do work on the

atomic principle, and that is why I believe this approach to funding needed reform in rural education is just about ideal and quite necessary to your survival.

Modest amounts of monies can be obtained from a variety of sources: local businesses, local banks, state department of education discretionary funds (if you don't go after them, somebody else will); you can promote cost sharing with colleges and universities and community colleges to begin a joint focused project, such as developing inservice training in your region. Involve a state legislator and get his or her attention (your efforts may eventually be included in an appropriation). Build coalitions of support around issues and give all relevant parties ownership in the effort. And always, always involve teachers in the planning process of anything that touches them.

The current fourteen Mellon projects had to provide clear proof to us that teachers were actively involved in the planning of the state projects and that they were to play a significant role throughout the program. The days of "doing a number on teachers" are coming to an end. More and more, teachers will decide their fate and their future. The recent Carnegie report certainly made that clear.

And always involve key people in your collaborative efforts. Do not assume that your local college president fully understands the pressing issues facing your schools. The Montana project has been a testament to

this by involving higher education faculty and administrators. Most of them came out of that experience saying, "I had no idea."

Last, but not least, cultivate private foundations, both large and small, local and national. Despite what you think, they are not inflexible about their funding priorities, and they are not even beginning to scratch the surface in rural education funding. Somebody is not getting to them--you are not getting to them. I will tell you that the next national education priority is going to be the whole issue of at-risk kids. But educators, policy makers, and funders alike associate this issue almost exclusively with urban centers. You will have to shout to be heard: "Look, there are at-risk kids in rural areas and they are hurting." But the urban centers have outdistanced you in foundation funding, because those people are on top of the foundation world all the time and the problems of the cities are on the front pages of every major newspaper and news magazine, not to mention the electronic media, daily. You will need to get into the foundation offices to tell your story because over the next few years, you will be competing with the urban centers even more than you are now.

Last month, I heard Ernie Boyer [President, Carnegie Foundation for the Advancement of Teaching] give a speech at the National Press Club about at-risk kids. He spoke exclusively about urban school populations. And yet, he spoke in detail about his values coming

from a rural education background. I have heard him give this speech often. He always speaks of his grandfather, who walked six miles to school, his own teachers whom he remembers as transmitting a strong value system to their students as well as being able to communicate subject matter. But when Ernie speaks of the burning problems in education today, he speaks of urban, not rural, schools. One year from now, I want to walk into the National Press Club and hear Ernie Boyer give a speech about the problems in rural schools and what we can do to preserve and advance rural education. That isn't going to happen unless the Ernie Boyers, John Goodlads, and Ted Sizers of the education world are cultivated by people knowledgeable and articulate about the needs of rural education.

The past and current presidents of the U.S. are products of rural education--Plains, Georgia and Dixon, Illinois. These men have spoken nostalgically about their rural upbringings and the values associated with their early lives, but they need to know that that way of life is threatened, and lip service is no longer enough. The key policy makers need to be involved and they need to come out into the open to see the problems for themselves. The next time Secretary Bennett visits a classroom, you should make certain that it is a rural classroom.

And, finally, you need to get to the public. Not just the rural public, but the public as a whole. I want to see a cover story in Time Magazine on rural education within the next year because that's what it will take to make an impression on the general public. Rural education

needs to hit that level of the media. Otherwise, the public will continue to focus its attention on urban and suburban schools, or, more likely, other more trivial issues.

In my estimation, rural education holds great possibilities in the future. It is deeply ingrained in our American culture and has survived many tests of time. But people can no longer feel sentimental about it without becoming involved. Personally, I am grateful for my experience in a rural school, and the older I get, the more I realize that I was given a kind of accidental gift. Recently, I took my three stepchildren back to my hometown in Ohio for a Fourth of July celebration, and Fourth of July in my hometown is right out of Norman Rockwell. After some twenty years, there were still teachers of mine in the community, still teaching in the school, all of whom remembered me. Now, you have to understand that my kids go to a large, consolidated suburban school with a transient population that is larger than the university I went to, and they were literally dumbstruck that so much continuity, so many linkages to my past had been preserved in the town where I grew up. They never had that, and to this day they can describe that Fourth of July in rural Ohio in excruciating detail, but can tell you nothing about the Bicentennial on the Mall in Washington, D.C. which they attended.

That experience told me that I had taken something for granted about my past, a mistake that I don't intend to perpetuate. I want to see kids in rural areas have the same opportunities to flourish just as I did. Our charge--yours and mine--is to guarantee that nobody takes rural education for granted ever again.

Thank you.

"RURAL EDUCATION:

THE PAST AND FUTURE"

DUANE M. NIELSEN,

DEPUTY DIRECTOR,

DIVISION OF INNOVATION

AND DEVELOPMENT,

U.S. DEPARTMENT OF EDUCATION

OCTOBER 9, 1986

RURAL EDUCATION: PAST AND FUTURE

To say that rural America has experienced major changes in its social and economic conditions during the past 50 years is to state the obvious. At the beginning of the depression years there were 6.7 million farm families; today there are only 2 million. Running water, electricity, agricultural mechanization, and other modern amenities were rarities. Educational attainment of rural citizens was only a fraction of those living in urban areas.

In 1967, a Presidential Commission issued the People Left Behind, a report on the rural condition. The authors of that report found conditions relatively unchanged since the 1930's. Between 1950-1965, technological innovation had reduced employment by 45 percent. Rural unemployment was 18 percent at a time when the national average was only 4 percent. More than 14 million rural citizens were living in poverty. Forty percent of substandard housing was located in rural areas.

Address by Dr. Duane M. Nielsen, Chair of the United States Department of Education Rural Education Committee and Deputy Director of the Division of Innovation and Development, at the Annual Conference of the National Rural and Small Schools Consortium, October 9, 1986, Bellingham, Washington.

But in the decade which followed, remarkable changes began to take place. It was during this time that the reverse migration, population turnaround began. Beginning in the 1960's, and with dramatic acceleration in the 1970's the pattern of rural decline reversed itself. While some rural regions continued to lose population, the 1970's saw the population of rural and small town America as a whole grow more than 50 percent faster than that of urban America.

People in virtually every ethnic, racial, age, and economic category moved to rural America in the 1970's. The urban commuting patterns began to reach beyond the suburbs to the countryside during the past decade, but the population growth in rural America was not simply a product of urban sprawl. Instead it was an expression of preferences for a more rural lifestyle.

At least since the 1940's, when national public opinion surveys were first taken, a majority of Americans has expressed a preference for rural life even while more and more moved into cities. By the 1970's, beset by crowded conditions and other urban ills, and drawn by expanding rural job opportunities and other attractions of the countryside, millions of city dwellers were ready to move, and did.

Today nonmetropolitan America claims a population of over 60 million people, one in every four Americans.

Rural employment growth in the 1970's outpaced urban job progress by one-third. While total employment in the United States rose at an annual rate of 2.1 percent in the 1970's, the growth rate in rural America was 2.3 percent, compared with a 1.9 percent rate in metropolitan areas. The most rural counties were among the areas of most rapid growth. Those with no town of more than 2,500 people averaged 3.3 percent employment growth.

The efficient American farmer continued to produce greater harvests with fewer people — twice as much output as in the 1940's with one-third as many workers. The farm population seemed to have stabilized at fewer than 6 million out of a total rural population of more than 60 million. Other rural enterprises, however, registered significant gains in employment and output during the 1970's, diversifying the rural economy to the point that agriculture could no longer be said to dominate it. With this diversification, the rural economy was coming closer to resembling the national economy and, thus, more directly affected by national economic cycles.

Also, self-employment — a strong rural tradition — was nearly twice as prevalent in rural as in urban America, and this entrepreneurship extended from the farm to every other field of rural economic activity.

The percentage of rural people living in poverty fell from 17.9 in 1969 to 13.7 in 1980. In the long term, over the past 20 years, the number of people below the official poverty line declined even more dramatically, from about 33 percent of the rural population in 1959 to only 13.7 percent in 1980.

The 1970's saw the measure of rural "sick days" (days absent from work or school) fall below that of urban areas for the first time. During this period there was also a 13 percent increase in the number of rural physicians per 100,000 people. The number of occupied housing units lacking full plumbing -- the key indicator of substandard housing -- fell during the 1970's from 13 percent to 5.4 percent.

The percentage of high school graduates among the rural population grew from 45.9 in 1970 to 62.8 in 1980, more than the urban percentage. Secretary of Education William J. Bennett's recent report card on education placed several of our most rural states near the top [redacted] in the nation in 1985. The fact that rural America was once again becoming an attractive place to live was recognized by large numbers of urban residents, who put their long recognized preferences into action -- they moved to the country and into the small towns.

However, this movement created some problems of its own. The newcomers began to demand services from local governments similar to the services in urban areas. In some rural communities, though certainly not in all, this demand was beyond the technical and fiscal capabilities of the local government systems. The delivery of most government services is almost always more expensive and difficult in rural areas. There are fewer users per mile of sewer pipe, electrical lines, or telephone wires. Thus, problems of scale and distance, coupled with the lower tax base of rural communities, have caused some problems and, during the 1980's, the plight of the rural economy has created some very serious problems.

But, as so wisely put by Thomas Carlyle, "Today is not yesterday. We ourselves change. How, then, can our works and thoughts, if they are always to be the fittest, continue always the same? Change, indeed, is painful, yet ever so needful; and, just as memories of the past have their force and worth, so also do our hopes for the future". So, with that background of the past, what does the future hold for rural education?

Dr. Neil E. Harl, Distinguished Professor of Economics at Iowa State University, in his keynote address to the Department of Education 1985 National Rural Education Forum, dramatically outlined the implications for rural America in the changing rural economy. He observed that only rarely has rural education in the United States faced the challenges inherent in today's rural economic environment. Quite clearly, rural education in this country is entering an era of enormous opportunity in terms of meeting the educational needs of individuals, both youth and adult. At the same time, the capacity of rural areas to provide the educational services needed may be significantly diminished. A major challenge for school administrators, teachers, taxpayers, concerned citizens and governments is how to finance and organize to meet the educational needs for the last decade and a half of this century. How successfully we address this challenge will determine the future for rural education well into the twenty-first century.

Rapid economic and social change in rural America is not a new phenomenon. Since the beginning of recorded history, our rural areas have been adjusting to conditions of greater efficiency. However, the current plight of

the rural economy resulting from a multiplicity of interacting factors, has serious implications for rural education. Many of those being forced out of rural occupations are the younger farm families with school age children. The reduced numbers of children in grades K through 12 will alter the characteristics of educational delivery systems.

Youth wanting to enter agricultural pursuits can anticipate a more demanding economic environment than the 1960's and 1970's, with more formal education needed to master the necessary technical and management skills needed for economic survival. Children in rural areas not wanting to farm will need the vocational buoyancy and mobility that can come from formal education in making a successful entry into the non-farm world of work. Children from families suffering economic displacement because of the current financial crisis in agriculture are likely to see a brighter future outside of agriculture than within it.

Although our educational systems have already been affected by the economic trauma affecting much of agriculture, successive waves of adjustment are almost certain to more seriously impact: (1) the scale of educational delivery systems, (2) the way education is financed in rural areas, (3) the range of educational services available; and (4) the willingness and ability of local districts to provide levels of educational services justified by overall societal benefit and cost.

With much of education in grades K-12 and post-high school vocational-technical education dependent upon local property tax revenues, the first

wave of adjustment is likely to stem from interruptions in the flow of property tax revenues. Dr. Harl reported that two recent surveys in the State of Iowa indicated a sharp rise in delinquency rates on real property taxes due in 1985. A state-wide survey indicated that nearly eight percent of the $1.6 billion in property taxes levied in Iowa during the 1984-85 budget year were unpaid as of May 1, 1985. In some counties the delinquency rate was as high as 25.6 percent. The Iowa State University Farm and Rural Life Poll, taken of a random sample of farm respondents in March and April, 1985, reported that 10 percent of the respondents had been unable to pay property taxes. Although land stands as the security for eventual payment of the property taxes assessed, nonpayment interrupts the flow of revenue for periods ranging from a few weeks to several months. The effects of nonpayment are felt by counties, cities, school districts and other local governmental units which are dependent upon property tax revenues. Typically, school districts are budgeted so tightly that interruptions of the magnitude suggested require budgeting adjustments.

The second wave of adjustment will relate to the capacity of the local community to support educational service and other costs of local government. As farmers reach insolvency and as suppliers and other merchants cease doing business, the employment base of many rural communities will decline with further economic adjustments for school districts. In the 1984 Iowa State University study, 23.3 percent of the Iowa farmers quitting farming for financial reasons moved out of the county. Of that group, 13.2 percent moved out of state. Declines in school census will involve reductions in state level financial assistance

to local school districts unless major adjustments are made in aid distribution formulas. The sharp drop in values of farmland and values of machinery and equipment in rural areas relates to a reduced capacity to support public services, including education, and may lead to a shift of the property tax burden to nonagricultural property within taxing districts.

Those states which are heavily agricultural, should focus their attention quickly on plans for ensuring that educational services adequate for local needs, quantitatively and qualitatively, will be available through the remainder of this century. Reduction in federal support levels for education can be anticipated, at least in the near term, under Gramm-Rudman-Hollings. Pressure is likely to become intense at the state level for reallocations of public resources for all public services affected by the twin forces of reduced federal funding and diminished local revenue generating capacity.

Greater reliance on income and sales tax revenues could be expected in an economy that is becoming more service oriented. That trend is likely to be accelerated in rural areas as states attempt to accommodate the economic forces set in motion by the financial problems.

The willingness of local districts to provide educational services may also be adversely affected by the negative psychology usually accompanying diminished economic vitality. Those remaining in rural agricultural communities, disproportionately the older and the more cautious and

conservative, are perhaps less likely to provide strong leadership for maintaining levels of educational services. Moreover, rational decision makers tend to grow cautious in the face of uncertainty and many rural-area communities are likely to face a great deal of economic uncertainty for the foreseeable future.

So, those of us charged with managing and administering educational programs in rural areas are approaching a task of herculean proportions: reconciling unprecedented demands for educational services on the one hand and carrying out programs in an environment of diminished local capacity to support current levels of educational services on the other. Without doubt, well planned and delivered educational services will pay handsome dividends on a cost-benefit basis. But new strategies will be needed as shifts occur in funding patterns and in leadership in rural areas. The challenge to rural educators at all levels will be awesome. In the words of the Nobel-winning American physicist, Albert Abraham Michelson, who spent over 50 years studying the problems of light and who received the 1907 Nobel prize in physics, "my greatest inspiration is a challenge to attempt the impossible". While we most certainly should not cast the challenge to rural education in the realm of the impossible, there will likely be times in the next decade when we, through our most creative and dedicated efforts, will feel that we have, in fact, <u>accomplished the impossible</u>. It is at those moments that we must remember that challenges and problems are really only opportunities in disguise. We will need to believe, as did the Apostle Paul in his letter to the Phillipians:

"I count not myself to have yet attained, looking not at those things which are behind but looking ahead to those things which are before, this one thing I do. I press on!".

So, let us "press on" in the interest of rural education and rural America but, as we do so, let's keep our futuristic thinking in perspective. No one else is going to tackle these challenges for us. In the sage wisdom of Ralph Waldo Emerson, "Neither what lies behind us, nor what lies ahead of us, is as important as what lies within us."

During my lectures and leadership workshops for rural youth at the Freedom's Foundation in Valley Forge, I am always impressed and refreshed by the inherent goodness and character of our rural young people. But I am also deeply impressed and influenced by the huge American flag which, 24 hours a day, flies over the Freedom's Foundation. I have photographed that flag, flying in all of its magnificant glory against a deep blue sky, and have an enlargement of it hanging in my office in Washington: A former Chief Justice of the Supreme Court caught the true meaning of that flag in a simple, eloquent expression which also gives dimension to our responsibilities to the future in contrast to our reliance on the past:

"That flag means America first; it means an undivided allegiance . . . It means that we cannot be saved by the past, the valor and devotion of our ancestors; it means that to each generation comes its patriotic duty; and that upon our willingness to sacrifice and endure, as those before have sacrificed and endured, rests the national hope. It speaks of equal rights; of the

inspiration of free institutions exemplified and vindicated; of liberty under law intelligently conceived and impartially administered. There is not a thread in it that does not scorn self-indulgence, weakness, and mediocrity. It speaks eloquently of our common destiny!"

To me, that flag and that statement also speak eloquently of the best of, and the destiny of, rural America.

Past experiences should be a guidepost, not a hitching post. They should be the starting line, not the finish line, preparation, not destination. Just as he who was totally self taught had a fool for his teacher, he who totally charts his own course has a fool as his navigator. So, for the next few minutes, lets' turn to some of the thinking of a few of the experts who have been addressing the issues of rural education over the past several months.

Richard Margolis, noted journalist and founding chairman of Rural America, Inc., recently observed that it is hard to escape the conclusion that something significant is occurring in rural America, something that rural people need to understand. The issues, challenges, changes and opportunities are varied and complex. Education programs, both formal and informal, can provide the framework for pursuing that understanding.

Educational programs across the nation are mounting a massive effort to integrate new in-migrants into rural communities, to assist residents to cope with the problems of the changing rural economy, and to enhance the opportunities for individuals to realize their personal aspirations through learning. Elementary and secondary schools, community colleges, vocational-technical institutions, community-based organizations, state and federal agencies, colleges and universities, business and industry, churches, cooperative extension units and others are participating in the effort to make lifelong learning a reality for rural people.

Douglas M. Treadway, in his book "Higher Education in Rural America", published by the College Board in 1984, stated that for the most part, individuals and organizations offering educational programs for rural communities, are isolated from one another and do not benefit from a high level of exchange of working strategies and effective programs. He cited several noncollege-based programs that could actively collaborate in program offerings and resource sharing: GED and ABE Programs (General Education Diploma and Adult Basic Education), vocational/occupational training, counseling and information programs, economic development programs, adult education programs, programs for special rural populations, campus-based programs focusing on rural needs, industry-based training, telephone/television/satellite instruction programs, radio and newspaper instruction, independent and individualized study programs and integrated systems approaches.

Doug also suggested six strategies for program development in rural areas, especially in working with adults: 1) Gain access to people in their communities; 2) Develop local involvement; 3) Determine needs and relate those needs to program/institutional mission; 4) Foster interinstitutional/ organizational collaboration mission; 5) Facilitate communication among learners, staff and institutions and organizations; and 6) Use creative planning and strategies.

A "New Dimensions" rural conference held in Moscow, Idaho, in April of 1983, identified the following characteristics of effective rural outreach programs:

A successful rural outreach program:

* Has an effective means of reaching people and making them aware of opportunities;
* Assists individuals and groups with the sharing and development of their own skills;
* Utilizes local resources and groups and referral agents;
* Utilizes good information (free of jargon) that is honest and reliable with respect to program descriptions;
* Has flexibility - covers a wide range of individual needs and modes of participation;
* Offers programs that are enjoyable, stimulating, and even inspirational;
* Emphasizes programs that have short time frames (intensive);

* Breaks down content of programs into small (bite-size) pieces;
* Offers programs that are practical, technically useful, and oriented to job skills;
* Provides coordination between different education providers and gives good information on differences in institutions and programs;
* Recognizes prior learning as legitimate, both in terms of academic credit and also as an aspect in all education and training;
* Offers intergenerational learning opportunities;
* Gives awareness of the outside world through exposure to other cultures and ideas and to current regional, national, and world issues;
* Provides for coordination of room facilities, community-events calendars, etc., and avoids duplication and competition for scheduling time;
* Offers programs with nonstereotyped and bias-free approaches;
* Has a cost-effective delivery that incorporates all possible sources of funding, local and outside the community;
* Offers some programs strictly for personal improvement rather than for college credit or job training;
* Involves the total family unit in a significant number of educational programs;
* Makes certain that instructors know something about adult education;
* Utilizes technology effectively and efficiently and provides support or learning aids;

* Utilizes approaches to programs that build participant self-esteem and personal confidence as a learner and rural citizen;
* Offers programs that lead to something -- credentials or degrees -- and are not unrelated fragments of programs or only partial degree requirements that necessitate going to campus for completion; and
* Offers programs that contribute to the quality of life in the community, enriching the participants and bettering their understanding of their role in social change in rural towns.

Dr. Roy H. Forbes, Director of the Rural Education Institute at East Carolina University, presented a paper on Policy Trends and Impacts on Rural School Districts at the National Rural Education Forum which I referenced earlier. He summarized his paper by stating: "Educational reform is an ongoing process, but periodically public interest focuses on educational concerns and the level of reform activity is dramatically increased." The United States is currently experiencing one of these periods.

Rural education may be the big winner. Concerns have focused on improving education for all students regardless of where they live, a direction not emphasized in most previous movements.

The reforms bring challenges to rural educators and policymakers, but they

also bring extraordinary opportunities for real progress. These challenges relate to :

* Increased requirements for teacher certification;
* An increase in number, and changes in type, of courses required for high school graduation;
* Increases in university admission requirements;
* The need for new or renovated facilities and equipment;
* Adequate financing;
* Increased and improved services;
* Improved organizational structures and systems;
* Improving thinking skills;
* Impact of instructional technology; and
* Teacher shortages.

In his paper he recommended that states should:

Develop and fund programs that recognize and reward local initiatives that respond to the challenges presented to rural schools by the reform movement;

Initiate curriculum development efforts designed to integrate the teaching of higher order skills into all levels of instruction;

Use formulas in allocating teachers to rural schools that consider course demands - allocations should not be based solely on total school enrollment;

Provide services that network rural schools;

Allocate materials, supplies and equipment to rural schools based on the numbers of students enrolled in learning opportunities that require special materials, supplies and equipment;

Explore options that would assist economically disadvantaged counties in the construction and renovation of educational facilities;

States should provide loan forgiveness programs for individuals who agree to teach in rural schools and who are willing to obtain multiple certification, and should provide programs that assist rural schools in the recruitment and placement of teachers and administrators in rural areas;

Formulas used to allocate staff development funds should consider the number of teachers servicing isolated geographical regions;

States should provide for programs that assist local districts in the planning and operation of instructional programs that make optimal use of instructional technology.

Dr. Forbes' suggestions for <u>local rural education units included</u>:

More extensive and effective community involvement;

The developing of partnerships with civic organizations, churches, other educational agencies and local businesses;

The creation of regional networks and foundations to provide support for additional educational programs;

Increased use of innovative instructional strategies. Networking can lead to sharing of programs and materials that have been successful in other rural areas;

Greater emphasis on the use of instructional technology; and

Local systems can work within their own organizational structure and in the community to enhance recruitment and retention of high quality personnel in rural areas.

Dr. Forbes' also identified what he considered as appropriate roles for the federal government to play in supporting the improvement of rural education:

He pointed out that the states have the constitutional responsibility for education and local units have the responsibility to provide direct educational services for individuals.

The federal government should collect, process and disseminate adequate statistics needed to accurately describe demographics and educational programs associated with rural areas.

The federal government should identify networks that can be used by rural education systems in maintaining contact with other systems that share common problems and concerns.

The federal government should develop a rural education handbook or guide and periodically update it.

The federal government should identify needed research and development for rural areas and provide support for such research, development and field testing.

I am pleased to report that our Department of Education Rural Education Committee, which I chair, has addressed and is continuing to address each of these issues. This committee, which was mandated by the Department of Education Organization Act, has 14 members, one from each of the 14 major offices in the Department. The primary function of the committee is the coordination of rural education activities within the Department of Education. The committee develops an annual program of work and management plan and works through subcommittees addressing each of its major objectives. An extensive report is prepared at the close of each year. The committee has reviewed legislation and regulations for inequities relevant to rural education; has assisted in the improvement of the rural data base and in forms simplification; has implemented a rural network with over 300 institutions, agencies and individuals on the network; has inventoried and coordinated rural education activities throughout the Department of Education and across other Federal agencies; has developed a

rural education research and development agenda for consideration by Department of Education managers based on input from the National Rural Development Institute here at Western Washington University, the Rural Education Association, ERIC/CRESS, and other rural education organizations and agencies; and is developing a rural education resources guide in cooperation with NRDI. The committee has planned and conducted two Department of Education sponsored national rural education conferences, one in 1984 in Washington, D. C., with over 700 in attendance, and the August, 1985, conference in Kansas City which produced nine major rural education issue papers. These nine documents are available through ERIC/CRESS, the ERIC Clearinghouse for Rural Education and Small Schools at Las Cruces, New Mexico. One of our more significant accomplishments has been the development and implementation of a national rural education policy statement for the Department of Education. In developing that policy statement the committee recognized that:

1. It should be the position of the Department of Education to promote equity for rural education.

2. The policy should promote new partnerships in rural education involving state and local agencies and the private sector. It should also address issues in rural education, long identified by rural educators and other supporters of rural education.

3. A formal statement should be prepared and submitted for approval through established procedures, in which every principal office

within the Department is afforded input into the policy's final development. The statement should be officially issued as a Department of Education policy declaration after approval and signing by the Secretary of Education.

4. A plan of implementation should be included in the justification package that is routinely prepared to accompany any proposal submitted for the Secretary's approval, so that the policy statement could become a living action document and not a mere announcement.

Consequently, our committee developed, and the Secretary on August 23, 1983, signed a Department of Education National Rural Education policy statement which pledged the Department to assure that, "Rural Education shall receive an equitable share of the information, services, assistance, and funds available from and through the Department of Education and its programs."

The policy statement listed ten initiatives which the Department of Education would undertake, "to the extent that resources are available and applicable federal legislation permit":

1. Assist educators and administrators on all levels ... to improve the delivery of educational services to rural communities.

2. Work to expand the data base on the condition of education in rural areas... to disseminate information to educational institutions and programs serving rural communities.

3. Monitor education programs... to insure equity for all local education agencies regardless of size, location, or condition.

4. Assist in identifying and developing special programs available for handicapped individuals located in rural areas.

5. Provide personnel to coordinate the consolidation of available research on shortages and additional needs for analysis by the Secretary's rural education committee.

6. Include rural institutions in demonstration and pilot projects, and involve cross sections of rural communities in educational technology planning.

7. Provide consultative and technical assistance to rural educational entities as a means to improve the quality of education in rural areas and to facilitate communications, through initiatives such as an annual forum.

8. Assist in improving public sector/private sector collaboration by coordinating networks at local, regional, state, and federal levels.

9. Assist rural education in improving the achievement of black students, American Indians, migrant workers, and other minorities.

10. Assist individuals and families living in rural areas with family education programs and services.

We have made and are continuing to make significant progress in each of these ten areas.

* On the interagency level, working through the Federal Interagency Committee on Education, we have participated in the development of an inventory of rural education activities across all federal agencies. We initiated discussion with the Departments of Health and Human Services, and Transportation and such national organizations as Rural America and the American Council on Rural Special Education to determine the feasibility of developing interagency coordination and cooperation in improving transportation in rural communities.

* Within the Department of Education, we are able to again report an increase in the number of activities and programs/projects supporting rural education this year over the number reported last year. There is also a greater diversity in these activities. Last year, we reported 244 activities. This year, we are able to report over 300 such activities. This is due to both an actual increase in the level of activity within the Department and to better reporting.

* Linkages and continuing communications has been established with major organizations in rural education. These included the Rural Education Association, People United for Rural Education, Rural America, the Small Schools Network of AASA, the National Rural Development Institute, the Commission on Small/Rural Community Colleges of AACJC, the Rural Development Committee of AASCU, and numerous rural agencies and centers.

Bruce Barker, Assistant Professor of Education at Texas Tech University, and Ivan Muse, Professor of Education at Brigham Young University, contacted public school superintendents in over 640 rural school districts in 45 different states during 1983, in an effort to identify exceptional programs and practices in our nation's rural schools. Their report in the Fall 1985 issue of "The Rural Educator" included the following: Mott School District #6 (316 students) in North Dakota, reported cooperative use, with six other districts, of a MultiDistrict Vocational Mobile Program which has brought vocational education opportunities to students living in isolated rural settings. Liberty School District in Spangle, Washington indicated that curricular offerings for their 180 secondary students had expanded from less than 15 elective courses to over 100 through the use of supervised correspondence study courses supervised and financed by the school. CAL Community School District, a small progressive district in Iowa with only 241 students, reported that volunteer help from parents and senior citizens has enabled over 150 adults to participate in adult continuing education classes offered in the evenings at the district's one school. The district also has a gifted and

talented program for students in grades K through eight and has computers in use for instructional purposes beginning in grade one and continuing through grade twelve.

Rutland School District in South Dakota (150 students) reported the use of a modified block scheduling system which has provided secondary students more study time and permitted teachers more instructional time. Eagle Bend School District in Minnesota, a small district with only 378 students, reported that it has its own television station and described it as "probably the world's smallest television station". The FCC licensed the station to go on the air in the fall of 1980 as an experiment in low-power community braodcasting with a 30 mile radius signal on a regular TV set.

Sacketts Harbor Central School District in New York State (525 students) reported that it offered an environmental safety course for its secondary students that was adapted to interests and activities available to students in the local area.

Other programs reported from across the nation included the use of a "report card" by parents to report their perception of teacher/school performance and any problems they may see in the school or its programs; the use of computers to manage attendance records, payroll records, etc; telephone conferencing between schools and specialized subject matter experts; extensive use of volunteers to assist teachers in providing programs which otherwise would not be available; cross grade tutoring;

cooperative sharing of education specialists and programs between school districts; career education programs brought to the school by local members of the community; special reading programs and foreign student exchange programs. Barker and Muse concluded with the observation that the small/rural schools in America share many of the problems that beset education in general: inadequate finances, shortage of teachers, changing social values, and pressures from special interest groups. The fact is that many of these problems are magnified in the small school. This is particularly true of the challenge to service the many and varied educational needs of students as determined by the students, parents, the community, the state and the nation. But, to think that rural schools cannot successfully meet this challenge is a fallacy.

There are really only two basic ways that we can systematically influence the quality of education in our rural communities. We can do it by improving what is taught, or by improving how we teach it. The resolution of that dichotomy is an age old continuing discussion, but as for me I will always put my money on improving teachers and teaching, the managers of the learning environment. One can be filled with subject matter up to the ears, but if one cannot successfully develop interests, attitudes, ideals, understandings and abilities one will fail as a teacher. We define learning as the willful change in behavior of the learner. So, if the behavior of the learner has not changed as a consequence of the time spent with that individual, that student has not learned. If the student has not learned there has been no teaching, and if there has been no teaching the teacher has not taught. John Goodlad, education professor

and director of the University of Washington at Seattle's Center for Educational Renewal, recently had something to say about that all-important process of the preparation of our teachers. At the 38th annual conference of the American Association of Colleges for Teacher Education last spring he recommended, among other things, a symbiotic joining of school districts, their communities, and universities to improve the quality of teacher education programs. He called for the use of local school district members as "clinical representatives" in teacher education programs to let student teachers know what is going on in the local school. Teacher training programs should design curricula that prepare teachers in both the what and the how, and theory and practice must be brought together every step of the way.

The National Center for Research in Vocational Education at Ohio State University has conducted a study of vocational and adult education systems in isolated rural areas. The study included a review of literature, legislation and exemplary programs, and interviews with community leaders in twenty isolated, rural counties. An isolated rural county was defined as a county or county-equivalent with a population under 10,000 according to the 1970 U.S. Department of Commerce, Bureau of the Census report. The counties were selected in order to provide geographic representativeness and on the basis of unemployment and poverty level indicators.

Interviews with representatives of the business, civic, and education sectors, supplemented by printed documents, resulted in the identification of problems facing vocational and adult education in isolated rural areas.

Chief among these were a lack of jobs, funding, and transportation; sparse populations; difficulties with teacher recruitment and retention; inadequate counseling and guidance services; lack of grantsmanship abilities; inaccessibility of services; student characteristics; and legislative mandates. Other problems that were mentioned included energy, community attitudes, linkages, equipment and facilities, and adult education.

Several critical factors emerged that federal, state and local governments should be sensitive to if they are to be responsive to the educational needs of rural people. First, the local autonomy of the rural community must be preserved. Second, programs must allow for flexibility in the types of activities that are funded. Third, acquisition of funds and reporting the use of funds must be simplified in light of the lack of personnel resources in rural areas. Fourth, funds should be used to open up options for the individual and the school. Fifth, funding formulas should be changed; the use of population as a base is unfair to rural areas. Finally, federal and state funds should be used to stimulate innovation and creativity so that a different model of education can emerge that is more suitable to rural areas.

In addition to these critical factors, the following priority areas were identified:

1. Economic development is necessary because of the lack of jobs available in rural areas. Economic development in rural areas

involves job creation by bringing industry into a community or by developing the entrepreneurial skills of residents so that they can start their own businesses. The implication for training includes a greater flexibility in skill development, i.e. training in job cluster areas rather than providing overly narrow, job-specific training.

2. Accessibility is a key priority area that includes transportation to existing services as well as development of alternative delivery systems, e.g. the use of mobile units, telecommunications, or individualized, contracted vocational services.

3. Up-to-date training is related to being responsive to current labor market demands, including the type of training, facilities, and equipment.

4. Teacher training, recruitment, and retention is a priority area in order to provide a high quality of services.

5. Energy is a priority area in terms of conservation of energy by the school system, and in terms of inclusion of energy-related occupations in the curriculum.

6. Linkages are a priority area in terms of the provision of services for people of all ages, creation of jobs, fostering economic development, and improvement of community attitudes.

7. The provision of postsecondary and adult education is a priority area for the residual older population in need of basic education and for the high school graduates (of all ages) in need of post-secondary training.

8. Supplementary services, including counseling and guidance, career education, and special education are needed.

9. The needs of special populations, i.e. the handicapped, poor, minorities, women, and bilingual persons, are not being adequately met in rural areas.

Those are only a few selected excerpts from recent research and writings on issues and programs in rural education. I hope they will add to your thinking and discussion. I have probably unloaded considerably more than you care to consider and I am a strong believer in that old truisim that the mind can absorb only as much as the seat can endure. So, may I close with a bit of advice for those of us working in rural education, educational administration and research and development. The advice is in the form of twelve proverbs - six for planning what we do and six for doing what we have planned.

SIX PROVERBS FOR PLANNING

1. The gopher hunting the beetle is often unaware of the hawk hunting him.

2. The mouse with only one hole is easily caught.

3. In shallow water, shrimps make fools of sharks.

4. Do not try to catch two frogs with one hand.

5. Give the bird room to fly.

6. Dynamite comes in small packages.

SIX PROVERBS FOR OPERATION

1. Do not insult the crocodile until you have crossed the river.

2. It is better to struggle with a sick jackass than carry the wood yourself.

3. Do not throw stones at a scurrying mouse and break the precious vase.

4. It is not always the final blow of the ax that fells the tree.

5. The successful rural educator brings home the bacon without butchering the hog.

6. Being a small school superintendent or rural educator is like trying to put sox on an octopus.

It has been a pleasure to visit with you this morning. Have a good conference and thank you for inviting me.

"EXCELLENCE IN RURAL EDUCATION:

THE WASHINGTON, D.C. PERSPECTIVE"

JOYCE WINTERTON, EXECUTIVE DIRECTOR,

NATIONAL COUNCIL ON VOCATIONAL EDUCATION

OCTOBER 9, 1986

JOYCE WINTERTON

It's my pleasure to be here with you today. I expect, as Doris mentioned, probably the major qualification I have to give my presentation to you today is that I can add a definition to "What is rural education?" Rural is when people mistake the post office for a four-hole outhouse. This happened in my community. I know some of you are saying "Post Office? - wow, that's urban, we didn't have a Post Office."

I recall when I was in high school, about 9 o'clock at night, someone knocked on the door that we didn't know. In rural areas that just doesn't usually occur. The gentleman said to my mother, "Ma'am, I'm on my way from Kansas to California, and I've run out of road and everything. And if I have to go to those mountains, I'm not a-goin'." She explained that he had missed the turn on Highway 40 about 11 miles back, and in fact he did not have to go over the mountains to get to his destination. So I think I do have an understanding of rural education.

As I'm sure most of you know, some of the biggest events in rural communities are sports, and one of the big sports in my community happens to be baseball. So when I heard this story about two baseball players, I could really relate to it.

There were two professional baseball players - Vince and Craig - and they had come from the same rural community. They played LittleLeague baseball together, they played in high school, playedin college, and were now on the same professional team. So they were very close. And it turned out that Craig came down with a very serious disease, and his days were numbered. And Vince, very distraught about that, said "Craig, this may be an opportunity. I always wanted to know if you can play baseball in heaven. So when you get there, will you find out if you do play baseball in heaven, and somehow let me know?"

Sure enough, in a few months Craig did pass on, and about a week after his funeral, Vince woke up in the middle of the night. There was Craig, standing at the foot of his bed. Vince said, "Craig, you've come back to tell me - is there baseball in heaven?"

And Craig said, "Well, Vince, I've got some good news and some bad news. The good news is yes, in fact, there is baseball in heaven."

Vince said "Well, that's wonderful! I'm so glad to hear that. What's the bad news?"

And Craig answered, "You're pitching tomorrow."

The moral of that story is: Unless you ask the question, you may never know. But the other side of it is, you have to be ready for the answer, even though it may not be the one that you want to hear.

So when I'm asked to talk about excellence in rural education, from a Washington perspective, you have to be willing to hear what I'm going to say, even though it may not be what you really want to hear.

I can tell you that it's still true in Washington, D.C. - and I've had experience working on the Senate Labor and Human Resources Committee, as well as in the Department of Education, and now for a national council which is a Presidentially-appointed council - that the squeaky wheel gets the grease. Currently the squeaky wheel deals with dropouts and drug abuse and juveniles on the street. Most of those squeaky wheels deal with urban populations. Certainly those are not isolated from rural areas, but I see some major legislative dollars - even in the vocational education area - being driven more and more to urban areas based on formulas, without, I think, a rural sensitivity to some of the unique problems of rural programs.

I see some real strength as far as rural roots in both state and local areas and in some of the efforts I see occurring through Doris' efforts and some of the presentations here. That's exciting - but there is still a need for national leadership to at least keep the importance of rural education as a very visible issue at the national level. That's not something that occurs just accidentally - it takes considerable efforts. It takes a working relationship with Senate staff and House staff members before the crisis occurs. It takes someone who's willing to follow legislation. Sometimes the overall intent may look fine, but when you look at what happens to the formula distribution - and those are not the most fun things to have to figure out - it may indeed take funds away from rural programs. I think that that's the very important thing that <u>has</u> to be looked at.

While I was in the Department of Education, I testified to a joint Senate/House committee in the Tennessee legislature. (For those of you who don't know Carl Perkins, he was from the south, was a very strong supporter of vocational education, and the last reorganization actually finally occurred after his death.) This wise old state senator from Tennessee who had obviously been in their legislature for quite some time and had come from a rural area said: "I'll bet Carl Perkins is turning over in his grave to see what this bill is doing. It was not his intent, I'm sure, to have funds taken away from rural areas." Again, sometimes it happens, not intentionally, but as a sidelight. So that has to be monitored very carefully.

Based on my rural background I think I have an understanding of some uniqueness of people who grow up, are raised, and choose to return to rural areas. I think there's a sense of independence

and pride - that's very important. But sometimes that's a blessing and a curse. It's sort of the attitude that the Lord helps those who help themselves. So people in rural areas help themselves, and they help each other. Usually as a last resort they may turn to state or federal government. (My father who was a rancher and a carpenter/contractor, feared I would marry a politician or turn into one. I'm trying to avoid both.)

But there is a sense that you solve your own problems, and you don't turn to the federal government. I'm not saying you should turn to the federal government to answer those problems, but at least keep aware of it. There are some very creative things that are occurring in rural areas in order to solve those problems. It may not surprise you to know that all great answers do not originate in Washington D.C., and I really don't claim they do. Sometimes those ideas can get more visibility through the platform than you can get through policy makers - both through agencies and in the Congress.

It's interesting that in the Washington Post recently there was some information on high school graduates and the percent, in each state, that graduates. Some of the states who have the highest graduation percent of high school students tend to be states that have a major rural population - of course, every state has rural areas, but I thought that was interesting. I again think that it's in part a sense of community and pride. There are some skills and some knowledge within that rural area that should be shared with other parts of the country. People in rural communities have a sense of caring about their students and young people. I think that was expressed in the definition that Doris mentioned.

Let's digress a little bit and talk about excellence in rural education, specifically. I do think that the quality of teachers is a major concern. Having visited a number of schools in different states, one of the key factors you notice when you walk into a building is the aura about the whole atmosphere. Either it's positive or it's negative, or it's sort of ho-hum. A majority of that type of atmosphere is generated by the administrator and by the teachers. It's as if they like kids as well as their subjects. There seems to be an excitement about learning, and I've seen that so very much in rural areas. When I was teaching at Bountiful High School - north of Salt Lake - at the end of the school year there were four teachers who received pies in the face. There were some enterprising high school students who hired the junior high school students to do that. They were the teachers who loved their subjects but they really didn't particularly like students. Students can tell that, and I think I've seen a great deal of commitment and caring in rural areas.

As Doris mentioned, just last week Secretary Bennett and Secretary Weinberger gave a joint press conference announcing a brochure that was developed in the Department of Education with help from the Department of Defense. The Department of Defense

is mailing that brochure out to all of their military installations to encourage retired or about-to-be-retired military personnel to consider teaching as a second career.

As we were doing some research, we wanted to get some examples of people who had gone into teaching from the military. That, of course, was quite often in vocational education, especially in technical areas. We were deciding whether we should list the certification office telephone number for every state. What the brochure does is help the military person understand how the education process works - who do you have to contact, who does the hiring. We thought, well, maybe it would be helpful to have the certification office phone number that they could call.

So we decided to try that out - we called about four states - and a person who is on our staff who has retired from the Navy did the calling and said, "I'm retired, and I'm interested in a position, I have a Masters in so-and-so and experience in business as well as the military - what do I need to do to go into teaching? I'm very interested in doing that."

Basically he was told: "Well, after you go back and get three to four years of schooling and university training, then you can certify." And he'd say "No, that's not the kind of information that we want people to have - it would be very discouraging." I think you have to be in touch with the certification officers at the state level. I'm very pleased to see the survey about certification requirements, but unless they're supported at the state level - to pursue alternative ways of certification, to really get qualified people into teaching - it's not going to be a positive experience for those who are going to try to do it. I think a lot of times going through the superintendent or the school principal, where the real interest is, is probably the most likely route that retired military personnel should pursue. That's something that - down the road, hopefully - will help rural areas. I think that's very important.

Another thing that needs to occur - and it's a unique challenge to rural areas to make this happen - is partnership with business and industry. Sometimes the teachers have not had the opportunity to work outside of education, and it's critical - absolutely essential in vocational education - that teachers have experience in business and industry and in the career part, beyond education.

Some of those kinds of interchanges - having a business person come in and teach for a short time while an educator goes into a different career - would provide motivation both to the teacher and to the business and industry. I've been really excited about some of the things I've heard at this conference about the kinds of partnerships that are occurring, and that's what the council I'm working for wants to do, and I know the White House is interested in doing that.

To show examples where that kind of partnership is working even more effectively - I was very pleased to see what Utah is doing with their Distance Learning effort. I think that probably most of you are aware of it. It's in cooperation with the state department of education, Bonneville International and IBM Corporation. There are corporate executives out there - when you can excite them - who are willing to support those kinds of efforts. When I talked to the vice president who made the decision to go with Utah on that project, where they're using distance learning communication as well as accelerated learning methodology - his peers said, "You're usually a very careful thinker. We think you're off the wall with this one." But he has definitely proven them wrong - it's been very successful.

I think that's an exciting thing. I know that in a high school in a rural area, I must admit, probably mathematics is the weakest area. I think it's very difficult to be a good math and science teacher, to motivate students and keep them in the rural areas.

Another thing that I found out, personally, was a lack of instilling in youth in rural areas a sense that they can compete - very well - on a national level; they <u>can</u> compete for jobs in urban areas, and they need to have a sense of contributing to the greater whole. I remember going from high school to college and thinking "O.K., goodbye A's. I'm from a small town, there's no way I can compete with those other kids; that's the last A I'll ever get." I found out that wasn't true, and I graduated magna cum laude. True, there were some holes in my education - I had to put up with some remedial mathematics - but it could be done. I don't think that a lot of young people in rural areas understand the important role they have to play in national and state leadership.

I think there's some values that are taught in rural areas - work ethic, a very strong sense of community and commitment - that this country needs. It needs it in the rural areas, but needs it even more at a national and a state level. I think young people should be motivated to go beyond that.

The group that I work for, the National Council on Vocational Education, is a Presidentially-appointed group of 17 people. Most of them are from business and industry. A lot of them are very successful entrepreneurs. Their responsibility is to advise the President, Congress, and the Secretary of Education on vocational education. A concern they have is the image of vocational education. That's true in urban areas and that's probably true in rural areas. There are six things that the council is going to be doing that I would like to mention to you briefly.

The national council members are from across the United States, and are anxious to get involved in educational programs from their perspective of business entrepreneurs. If you need a speaker at a regional meeting, contact our office and we'll see if one of the council members would be available. Again, that's

part of keeping up front with policy makers and those who recommend policy, that rural education is there, it has some unique needs, and it cannot be ignored.

The council is very concerned about basic skills being taught and how vocational education can reinforce that. More and more, jobs are going to require additional ability to think, to trans-fer knowledge - and that's something you can't train a student just in one area and expect that student to be marketable down the road. There has to be a solid basis of academic skills.

A lot of the force that's going to be our working force in the year 2000 is already in the job market. They're going to need increased academic skills and retraining, and it's going to be more of a unique challenge for rural areas. How do you retrain someone who puts their life - probably several generations - into farms or ranches, someone who has a sense of independence, and doesn't want to have to turn to anyone else. Most people who are business entrepreneurs don't understand some of the skills and abilities that it takes to run a farm and ranch. You're not going to readily say "Oh, there's a person who's losing their ranch." They have accounting skills, they have marketing skills, and so on. There are a lot of displaced workers in different areas - such as oil workers in a number of our states who are going to have to be retrained and need those basic skills. We need to help our adults, as well as help the young people, to come out on an edge as far as job markets are concerned.

A second aspect that the council is pursuing is compiling success stories about programs and students, to highlight the best programs and encourage others to move towards that. I would invite you - if you have success stories of students or programs where it would be important to have some national visibility - to say "Here's an example of something that does work." - I would be very pleased to get those and to include those in the publication we are going to be doing.

A third effort that the council is going to be doing is involving employers even more in education. Recently I realized that sometimes you just don't get away from things you learn in a rural area. A friend of mine who grew up in the Washington area commented on the number of miles I put on my car - I don't think anything about driving to the other side of the beltway. And I realized that when you drive eleven miles for a gallon of milk when you're living "out," you don't think about an extra 20 mile trip to go into Washington and back. But most people don't realize some of the unique problems as far as rural transportation goes. Actually, mass transportation in my hometown was when two mothers got together and took their kids to school. It doesn't exist other than that, and sometimes policy makers don't understand the uniqueness of those challenges.

The council, as I mentioned, is very interested in being involved in public speaking efforts to let the public and educators know that the business and industry sector is a very viable part to

turn to for solutions and partnerships in education. They're also going to be starting - through other cooperative efforts - a type of clearinghouse that would bring together public relations efforts (videotapes, PR spots) that are being done by various organizations. There can be a sharing, and not a reinventing of the wheel.

Part of what I do with the national council is to coordinate with other state leaders. There are some very exciting things happening in states concerning vocational education. For instance, in Wisconsin, the Wisconsin Vocational and Technical Foundation was started to do some of the innovative kinds of things, to get some funding, to do things that can't be done with state and federal funding. New York is doing the same kind of thing, and North Carolina in their Tri-Park area. Again, it's important that you as leaders are involved in that on the ground level, to make sure that there's outreach efforts that will reach rural areas, and that some of the funding that's generated from the private sector will go to serve rural populations and rural schools.

There is still a very strong mismatch in this country between people who are educated and the jobs that are available. In the class of 1985 (if they follow the same procedure as recent history) only 29% will actually graduate from college. By the year 2000, 80% of the jobs in this country will require additional training beyond high school, but not require a four-year degree. We need to make sure that we send information out to parents and students to let them know where the job markets are, will be, and what kind of job skills they'll need for that job market. Because unless we do that, this country is going to continue to struggle to be competitive internationally. This is kind of a domino effect where we see industries that are moving to other countries for production. We have to come up with other ways in which we can remain competitive and keep the same kind of strong economy we've had in the past.

Young people in rural areas need to have some specific help on how to become entrepreneurs. We have a couple of very outstanding success stories concerning national council members who have done that very thing. Ray Shamey is an entrepreneur from Massachusetts. His father died when he was very young. He had a large family, and had to go out to work to support the family. Later on, he received a college education, worked for a company, and had some good ideas that the company was a little bit too slow to respond to. So Ray started his own company - involved in developing high tech equipment and facilities - and just recently sold it for several million dollars. Sometimes students don't have an understanding that sure, it is a risk, but there are some ways that you can train that.

Christine Valmey, who's on the council from New York City, came to this country in the '60s with two children, not speaking a word of English - and built several private schools that deal with a type of skin care and cosmetology. She has been extremely successful in doing that.

It is important to help entrepreneurs who want to stay in rural areas to be able to do that. Sometimes with those vocational skills that they already know they can start their own business; but they need some business background, and they need strong accounting skills to know how to do that successfully.

A very good friend of mine who lives in rural Lander, Wyoming, sent me a poem. I don't know the author, I'm sorry to say, but I'd like to read this to you because I think it exemplifies how I feel. Because to be very honest - and this is a Washington perspective - education, vocational education, and rural education are not popular issues. Sometimes it's almost like you're fighting a losing battle. Sometimes I think, "Why don't you get out and fight some popular battles, some bandwagon that everyone's on?" I guess I go back to "why" - to make a difference in a very important area. Some of you know, if you're from Wyoming, that Lander is an area that's being hard hit by a major business and employer being shut down and a bank closing - a lot of the kinds of problems that many of rural communities are suffering. She's a teacher and her husband's a teacher, and I think she knew that I would appreciate this poem. It's called "Never Say Quit."

"When things go wrong, as they sometimes will,
When the road you're treading seems all uphill.

When the funds are low, and the debts are high,
And good fortune seems to pass you by;

When care is pressing you down a bit,
Rest if you must, but don't you dare quit.

Life is queer with it's twists and turns.
As every one of us sometimes learns.

And many a person turns about,
When he might have won, had he stuck it out.

Don't give up, the pace seems slow,
You may succeed with another blow.

Often the goal is nearer than you think,
It seems to be faint, for a faltering man.

Often the struggler has given up,
When he might have captured the victor's cup.

And he learns too late, when the night slips down,
How close he was to the golden crown.

Success is failure turned inside out,
The silver tint on the cloud of doubt.

And you can never tell how close you are,

It may be near, when it seems so far.

So stick to the fight when you're hardest hit,
It's when things seem worst that you musn't quit.

I look at words like that and the stories that Duane mentioned, and it kind of gets me "re-fired." Sometimes people involved in administration and education don't get immediate feedback. It may be a few years down the road before people or community leaders come back and say "We really appreciate what you did." A lot of people understand how difficult it is and how much hard work it is to be in education. It's tiring - you have to plan work stops during the day because you don't have a lot of free time. But it's an important role, and I encourage you to continue your good efforts. The council I work for, and a lot of good people in Washington who care about the issues that you're involved with are willing to help in any way that we can.

"ROLES OF PRIVATE SCHOOLS IN ENHANCING
RURAL/SMALL SCHOOL EDUCATION"

CHARLES J. O'MALLEY
EXECUTIVE ASSISTANT TO THE
SECRETARY FOR PRIVATE EDUCATION,
U.S. DEPARTMENT OF EDUCATION

OCTOBER 10, 1986

Let me begin by complimenting Doris Helge and the Consortium for their efforts to bring together such diverse groups and putting together such an interesting program. I've been asked to speak about the role of private schools in enhancing rural education. To do that I'd like to take the following steps.

1. Profile private education.

2. Describe activities and programs in which private school educators are involved.

3. Focus in on private education as part of rural education and just what function private education has as part of the rural education delivery system.

4. Discuss the issues of common concern.

5. Discuss the need for working together and the role of our office in addressing these issues of common concern.

PROFILE OF PRIVATE EDUCATION

I'm limiting my comments to private elementary and secondary education rather than to pre-school or day care/nursery types of institutions.

In the world of private education there are for profit and not for profit schools. Although many will disagree with me, I find very little difference between the two types of schools. Many of the top private schools in this country were founded as "For Profit" institutions. Then, for tax purposes, many of them changed their corporate status from profit to non-profit. However, a large number of private elementary and secondary schools still operate as for profit institutions. There are around 28,000 private elementary and secondary schools enrolling over five and one-half million children. What we have is 1 of every 4 schools in this country is private and 1 child out of every 8 attends a private school. Although minority enrollment is about 6-8% below public schools, there has been a dramatic increase in minority enrollment. For example, since 1972, the percentage of Hispanics attending private high schools has increased 54%, and the percentage of blacks attending private high schools has increased 59%. There are over 300,000 teachers currently employed in private elementary and secondary schools. Although only 12 states have mandatory certification requirements for teachers in private schools, most of the teachers in the "established" private schools employ state certified teachers. The curriculum in most private schools is very similar to the curriculum being offered by their neighboring public schools. You might be interested in knowing that 72% of private schools offer some type of remedial programs, 57% offer remedial mathematics programs, 22% of the schools offer programs for handicapped, 15% offer vocational and technical programs and about 18% offer English as a second language programs. Close to

60% of the schools offer diagnostic services.

As far as tuition is concerned, contrary to popular myths, 70% of all private elementary schools charge less than $1,000, 36% of all private schools charge under $500. In the Catholic school community, 82% of all Catholic schools charge less than $pl,000, while 46% charge less than $500. In the church-affiliated schools, the tuition is considerably lower than in the non-denominational schools.

FAMILY INCOME

With respect to the governance structures of private schools, only four or five states have mandated accreditation programs for private elementary and secondary schools. About 22 states have some type of an approval mechanism for private schools. Many of the major private school associations have their own accreditation process as well as their own teacher certification process. In many instances, the processes are recognized or acknowledged by State Departments of Education, Regional Accreditation Agencies and for some purposes, the U. S. Department of Education. Probably about 95% of the private school children attend schools which are members of major private school associations, with most of these associations having state affiliates. These associations include the National Catholic Education Association, the National Conference of Seventh-Day Adventists Schools, several synods of Lutheran schools, (the largest of which is the Missouri Synod-Lutheran Church), the National Association of Independent Schools, the National Association of Private Schools for Exceptional Children, the Association of Christian Schools International, the American Association of Christian Schools, the National Association of Episcopal Schools, the National Society of Hebrew Day Schools, and several other organizations. There are also organizations representing Mennonite and Amish schools.

PROGRAMS AND ACTIVITIES

The involvement of private schools and/or private school students in state-administered programs varies from zero to fairly comprehensive. Some states provide bus transportation, textbooks, inservice activities for private school faculties, diagnostic and remedial services for private school children as well as other types of services. Several states, because of constitutional prohibition, do not provide any types of services to private schools or to private school students. The federal government has several different types of programs which require local school districts to provide services to private school children. Private school children participate in Chapter 1 and 2 of the Education Consolidation & Improvement Act, P.L. 94-142, bilingual education programs, vocational educational programs, and in the school lunch progam, the Federal Surplus Property program, and in the asbestos removal programs.

PRIVATE EDUCATION AS PART OF THE RURAL EDUCATION DELIVERY SYSTEM

Several of the major private school associations have substantial programs in the area of rural education and operate many small schools. For example, the National Conference of Seventh Day Adventists Schools require at least 25% of their teacher training be done in small school settings. 65& of the Seventh Day Adventists schools have only one, two or three teachers. The State Conferences of Seventh Day Adventists Schools help subsidize these small schools. At Atlantic Union College in Massachusetts, for example, they have a one-teacher school fully operatonal for teacher training under the master teacher. They also have a small school teacher curriculum workshop. The National Catholic Education Association is currently conducting a study on just how extensive rural education is amongst the Catholic schools. They do know at least 500 of the 9700 Catholic schools in this country have under 100 students. These small schools have continued to operate, in spite of the pressures within Catholic school communities to close schools down because, according to Sister Carleen Reck, former Director of Elementary Education for NCEA, the schools transmit the values of the communities in which they are located. The Missouri Synod Lutheran Schools prepare curriculum guides and manuals for administrators for the principals of their small schools. A majority of the schools belonging to the two major Christian school associations, the Association of Christian Schools International and the American Association of Christian Schools, are located in rural areas. Also quite active in rural settings are the Amish and the Mennonite "systems."

We are seeing a great deal of interest in the home schooling or home education in the last couple of years. According to Ms. Patricia Lines, formerly with the Education Commission of the States and now with the U. S. Department of Education, just about every state has some type of statute or regulation vis-a-vis home education. She estimates 200,000 families.

ISSUES OF COMMON CONCERN

In chatting with Dr. Helge and in reviewing the material developed and distributed by the Consortium, and in chatting with many of you this morning, I find there are key issues of common concern to both public and private schools in rural settings. In addition to survival, quality education is indeed a major issue of common concern. The exemplary small school and rural school program administered by the Consortium is just one manifestation of that interest in quality education. The types of research being done about rural and small schools is another. Utilization of computer assisted instruction, development of curriculum, addressing substance abuse problems, finding qualified teachers, providing services for educationally disadvantaged and learning disabled children, providing competitive salaries for faculty and administrators so they don't flock to those higher-paying school districts where the money might be greater, but so are the

problems. And, in line with the teacher situation, the flexible credentialing of teachers seems to be a major issue to both public and private school educators in rural school settings. As I mentioned previously, certification for private school teachers is not mandated in most of the states. Many private schools employ teachers who are not state certificated. And, many private school associations have their own teacher certification and inservice programs. Another issue of common concern to both public and private school administrators is the child. I would think in some communities, a student might attend a public school for several years and then go on to a private school for the completion of his or her academic career or vice-versa. Keeping this in mind, let me move on to discuss ways in which we can all work together, and the role of our office in addressing the issues of common concern. I believe the fact that I have been invited to speak to the Consortium on the role of private education in enhancing rural education bespeaks the fact that the Consortium is interested in finding better ways of serving children, whether they attend private or public schools. The principal-to-principal and the school-to-school relationships, to me, are the most important. Public school principals and private school principals working together to make sure that a transfer student receives the right guidance, or the two schools sharing facilities and in some cases, outstanding faculty, and sharing the joy when one of the schools is recognized for outstanding performance. Working together to insure that a student moves on through elementary, secondary, and post secondary programs as smoothly and effectively as possible is another good example.

Let me chat a little bit about the Office of Private Education and our efforts to encourage cooperation between public and private education. My own personal background, working on a state level with both the Florida Catholic Conference and the Florida Department of Education, convinced me of the need for this type of cooperation. During my years in Florida, I helped develop what we call the "Ad Hoc Committee," an informal advisory group to the State Commissioner of Education, Ralph Turlington. This Ad Hoc Committee, representing the leadership of the state private school associations, met periodically with the commissioner and key members of his staff, addressing issues of mutual concern. As a result, a strong mutual respect for "the other" sector of education developed. This experience was invaluable when I took the position with the U.S. Department of Education, as Secretary Bell asked me to work hard on improving communication between the Department and all of private education, and to strengthen the relationships between public and private education. To that end, we have convened two national meetings of public and private school leadership, started the Koffee Klatches, encouraged our regional offices to convene meetings of public and private school leadership, funded several projects involving private and public school teachers and administrators, set up many Koffee Klatches on a state level and have worked with several public and private school organizations in developing a model which could be used by State Departments of Education to foster better relations between public and private

education.

As a result of these activities, we have seen a lessening of some of the tension between public and private education and we have seen several instances wherein the leadership of both sectors have worked together to resolve problems--sometimes before they become problems.

We need to communicate with each other, because we need each other.

Good luck during the school year.

"Integration of Regular and Special Education
in Rural and Small Schools"
(Edited Transcript)

DELORES JOHN, Director
National Information Clearinghouse
on Handicapped Children and Youth

Wednesday, October 8: Noon - 1:30 p.m.

My background is in administration. I taught both regular and special education, particularly the emotionally disturbed. In administration I've been both a local and state director of special education. Right now I am on leave from the state agency to direct the Clearinghouse for the National Information center for Handicapped Children and Youth, and to conduct some research. My formal training has been in teaching, counseling and personnel services. My Ph.D. work was in educational psychology with a minor in administration. I've also had an opportunity to do some volunteer work with the ARC (Association for Retarded Citizens) groups in the Washington D.C. area.

In Missouri, which is a state that I hail from, the majority of our school districts are rural. While we may not have a large number of students in those rural districts (the majority of our students are in the urban and suburban areas in that state), 75% of the schools and 500 school districts are in rural zones. We have some serious problems that all of us are trying to grapple with at this meeting. I'd like to share with you a little bit about my perspective on policy regarding these issues and some ideas for challenging us to address some of these issues.

We recently held a futures conference. Some of the quotes that came out of that meeting were very pertinent and show that some of the major leaders in special and regular education came together to sit down and talk about the things we need to be worried about as we face the year 2000. Special educators must be concerned with policy issues that are directly related to the effective instruction of all "difficult to teach" children, maintaining a commitment within a unified general education community toward the objective of achieving a free appropriate education for all children and effective instruction for all pupils.

Demographic information indicates that this country's population is growing older, less white, and more rural. Our children are less secure financially; public school students are increasingly likely to be from a minority group and to come from homes where a language other than English is spoken. Those two points were brought out last night during the meeting, in which different organizations talked about their objectives and where they wanted to go with rural education initiatives.

The problems are, in general, all that is being said about the interface of regular education and special education, as well as how we face these rural issues. We seem to have some agreement about these issues. For example, take the research for effective schools. No one disputes this is important, but we're spinning our wheels. My perspective is that policy is a misnomer for what we're talking about today. All of these issues that we're grappling with pertain to the fact that PL 94-142 was written in 1975.

The policy was set. This came at a time when we had declining dollars facing us and when the conservative element moved into the administration. It came at a time when reform movements and excellence in education movements took us away from the individualization efforts that we worked toward for so long in our school system, and yet it was institutionalized.

What we're talking about today is the implementation phase of PL 94-142, where we have agreements and disagreements over how we implement that policy. I hesitate to say that "in its wisdom" Congress tightly defined all the ways that the law ought to be interpreted. It's much more prescriptive than any of the other laws that we have, and gives us a lot more guidance than most of the laws in education so that it can be implemented.

What that law said was that at the federal level we don't trust the state level, and we don't trust those at the local level to do what they're supposed to do. Therefore, we not only made this law but put some teeth into it so it will have mechanisms to enforce implementation. It automatically set up a scene of conflict within the state, local and the federal levels.

When you have a law that protects citizens by protecting levels of governments from each other, that is real conflict. Consider the conflict--the adversarial roles designed in the law--that was set up between the educators and the parents. What we really have seen are efforts to minimize the conflict and

maximize influence in the implementation phase of this policy. A lot of the things that are coming from Madeline Will's office minimize that conflict.

What I see is a fear, sort of a terror struck in the hearts of many people who started reading these new initiatives. Whatever they are, I'm going to speak only to the initiative of interface of special and regular education. What I hear in the reaction to the least restrictive environment is fear of loss of territory; fear of loss of rights of children and fear of prematurely dumping these children into the regular program where the quality may be lost.

A lot of fears, whether they're founded or not, caused an immediate negative reaction which spread across the country. It's not only the educators but the parent groups who also have become quite hostile about this. They're very guardedly saying, "Well alright, we'll proceed as long as it's very cautiously and as long as it's with a lot of research, and a lot of foot dragging, and a lot of time delay." Indeed, if we had that kind of research behind 94-142, before it came to pass, we would not be celebrating it's 10th anniversary right now. We'd still be doing studies to see if that was the right thing to do.

I'm a little distressed about the reactionary messages that have come across in the last year and a half. I had an opportunity to participate in the Wingspread Conference in Wisconsin in July,

where this topic was discussed at length by leaders from across the country. The hostility with which the people lashed out at those that were representing the federal office was very sad; because there has never been any intent to lessen quality for these children.

We have millions of children that are very difficult to teach. Over four million are identified as eligible and may or may not be getting the right services, and then another five million are in remedial programs and getting assistance, which leaves us two or three million that aren't receiving any assistance at all, the "fall between the crack" type of a child. Those numbers alone ought to make us say "My goodness, there's got to be a better way to do this." I think that's what started this whole idea, the mushrooming numbers in learning disabilities -- a 133% increase while at the same time there was a significant decrease in the MR and speech population, while everything else remained fairly stable. It is this whole group of learning disabled children that are difficult to teach. Somehow we've got to look at our way of educating and we've got to do it differently.

Question from the audience: Is there a way for the teacher to identify the needs of each child, and also to determine a set of expectations for each child, and to instruct accordingly?

John: Well there is a way, there's no doubt there is a way. Some of the research indicates that mastery learning is a good way but we don't see teachers using mastery learning and individualizing for all children. It's hard work and it means change.

There are a lot of reasons that teachers are not using that option. But mastery learning provides a set of expectations that are clearly defined for each individual student so that the teacher's effort can be targeted in each individual case. That's a pretty glib statement and just one little piece of the research. Another thing that we've learned is that teachers do not know and are not using learning principles, simple learning principles that we all were introduced to in Ed. Psych. 101. When teachers are taught those learning principles and given feedback on using them, they turn kids around significantly.

We have the research to show that. When we've tried to get schools to use this research and implement it in their schools there's been great resistance. The resistance is time, effort, a lot of resource changes, and reallocation of resources. Researchers have observed classrooms and teachers, made notations at length about what they need, taught them what they needed or helped them make the changes they need, and then have come back and continued those observations over time.

Do you see how time consuming this is? If there is one person in a rural school that's already doing five things, how are they also going to go into every classroom and observe every teacher and teach one-on-one? We've always known that one-on-one teaching is

the most effective in inservice training. That and modeling and working with the master teacher, but they take money, time, and people. Those are some of the roadblocks that we face.

Other things that came to my mind as I was making my notes are research and continuing study. As you know, there are dollars being made available now from the U.S. Office of Special Education. There will be discretionary dollars available to do some of these programs, such as developing model demonstration programs, and research to see how we could be of some influence in this area. There will be many states that are going to set aside dollars. There are discretionary dollars in every state - from Part D dollars - to see if there can be some way to develop and disseminate programs that would be held in this area.

What concerns me is that we have already spent hundreds of millions of dollars in research and in model demonstration program development. It seems that we always boil things down to general platitudes. Because research is like a foreign language - it doesn't translate to another language. Research and model programs don't translate one-on-one to each given rural school district or classroom.

Question: Will discretionary dollars be available for rural districts for proper staffing, for example, interpreters or tutors for deaf children in a rural district? How do we attract that kind of professional to our area, and is there money from either state or federal agencies to help these districts?

John: The dollars I just spoke about are discretionary dollars. If your group or a consortium got together and wrote a project that had specifically cited funding for the state and federal dollar, then federal funding might happen. But if you're looking at your program as it is right now and not going after some of the discretionary dollars, then what you're really talking about is additional support from your state and part B dollars and they are probably already stretched - there probably isn't any flexibility left.

But your state department does have discretionary dollars for rural schools. I did this extensively with five rural districts. We put discretionary money in that program that would only pick up slack that was not covered by state dollars and entitlement dollars for that district.

When a consortium or a group of districts cooperate, that makes the discretionary dollar of the state go further and personnel are more willing to discuss that with you. The forum for discussing that is with your state administrator forum that pulls together the school districts in a state. There is a greater possibility in getting state support than in expecting any additional discretionary support from the federal government because of limited discretionary dollars which are targeted specifically to develop model demonstration programs and research.

Question: You've mentioned that we've done a lot in research already. In spite of that we're still not moving. What do you propose should happen? Is there any need for redirection for research activities?

John: I'm glad you said that because I sure didn't want to say that. I have said earlier that it's glib for us to say that we do have several excellent models that have shown effectiveness. I would challenge all of us to look at learning from the old Title III and Title IVC programs. Are you familiar with those programs? A significant amount of federal dollars went into developing demonstration programs which have to go through a rigorous check for validation, for dissemination and exportability of effective practices, by the Joint Dissemination Review Panel.

That panel, I feel, was an excellent expenditure of our resources. What it did was put an educational "Good Housekeeping" stamp of approval on programs that gave teachers and others confidence in trying to replicate those programs. The parameters and the variables were set in place. Now, that program is not going to automatically fit the issues that we're dealing with today, but I think we have a lot we can learn from that, and perhaps the rural consortia could look at developing guidelines for replication and for transferring some of these programs into the districts.

Some of the things that are a concern to us in rural districts are: Is the program going to comply with the requirements of the law? Is the program going to continue to protect the rights of the children who are handicapped, and the planning and participation of the citizenry of the parents? Is there an adequate long term planning session taking place? If there isn't lots of planning groundwork laid, those programs are not going to be put into effect and be successful. It would help us if we look at each one of those components, e.g., the planning which I just mentioned. There should be evidence of programs that would provide early intervention prior to referral for special education.

We've got a lot of good models that are doing that and protecting the rights of the children - joint decisions about which variables to look at and how to make them simplistic enough so that we can implement them. We could then take some of these hamstringing requirements out of the picture, and the people at the state and federal levels will then be supportive of these innovations.

Question: I'd like to get back to the axiom which started the discussion about the adversarial relationship with PL 94-142, i.e., between parents and the school district. My perception is that this adversarial relationship existed before 94-142. I find it continuously curious that although we have financial resources, although we have model programs in the research base -

applicable not only to special ed children but to regular ed children - that reform doesn't take place in the American school system. I ask myself that over and over again and the only answer that I can come up with is that school systems and culture generally do not want a large number of successful learners. And of course, I'm not the only person who thinks this. Kenneth Henniston and Clydell Cappman, about 10 years ago, had a rather nice article that suggested that one of the things that we were doing with our school system was creating a large pool of drones to staff the difficult, low paying, meaningless jobs that there are so many of. That's the condition of education that a lot of reform needs to address, and I don't see professional education undertaking that task. Any response to that?

John: Well first, let me clarify what the statement was; you were saying that we were not responding to the need to train the drones?

Comment: No. I am saying that the need to train the drones is an unexamined assumption and that it's hidden from professional educators. I also think that it's partially hidden from parents but I think parents have a better handle on it than we professional educators do.

John: I think he's probably quite right. I don't remember that article but I think a lot of commentary that's similar to that is an effort to apply a rationale to something after the fact. If we go back and look at our educational system from the very beginning and the way it was set up - structured to follow a hierarchy of corporate structure into ranks and differentiation and disciplines and so forth - that was the model that was supposed to work. That almost military, business-like structure has carried over into our schools.

After World War II there were a lot of demands for rights, liberties and freedoms for different groups. There was a tremendous demand on the part of women and minorities, as well as on the part of the disabled, to have a full status and be equal partners in all of this. To do that there had to be an accommodation by the curriculum, and our society then moved in that direction. Schools moved in the direction society was moving. So I think it is an after the fact statement that he comes in and lays on the school. I think our reform now is saying, "Okay, we realize that we went that way. Now we have got to shore ourselves up and prepare these people at the top. We've got to go after excellence, and we've got to raise our standards in every way, in the schools, in the colleges, in business. In every way we're going to shore all these up and we're going to bring everybody up with us."

What I think those of us that are in the helping professions are saying is we must not lose sight of the individual. Now we are saying that we've got several million of those that need individualization. So we want the reform and the standards raised but we also want these individuals attended to and we want that to be done in a quality way. So I would disagree with his statements.

Comment: I think that probably we need to make a closer observation.

John: I'm sure. It's too easy to be glib and make general statements in a situation like this. We could probably spend a long time discussing that.

When we first started we had a gentleman here who presented an issue in front of us and I said that we would get back to that and discuss it. He had asked about some ideas in regard to improving communication between the regular educator, the vocational educator, and the special educator in the school district. The statement said that: "So that we could affect a movement for appropriate education vs the letter of the law."

I want to come back to that and talk about that just a little bit. I think that - across the country - whether it's in a rural school or city school, we have got a serious problem with that communication linkage. I don't have any brilliant solutions to it.

I have seen examples of communications breaking down, then improving. In every instance it depended upon the personalities and the human relations skills of the leaders, the leaders of the voc ed department and of the regular ed and the special education department. If administrators, master teachers, and leaders in those areas are good in communication skills and they care about human beings - then it happens. I don't know that anyone has found a way to capture that formula and share it with others. It's a matter of who you hire and what their skills are and what help you give them in communication skills.

We have a situation where the secondary teacher was taught by discipline to teach a certain way, a certain subject, to a certain group. They were not taught, as many in the elementary area were, to individualize. And so it sort of sticks in the craw of the secondary program people. Now, we've got exceptions that are absolutely beautiful. And I find more exceptions in the rural area than I do in the urban area. What you run up against in the rural area, though, is many times you have several feeder schools into a vocational program. And then you have to deal with the area school people being cooperative and helping in that arena. So I don't have any easy answers for you but maybe people that you can get in touch with that will share some ideas with you.

The other question you had was about dollar mechanisms to develop models. I dealt with that a little bit already but I would suggest that you work with the state people. There may be some ways that you can be creative in working with state level to do

some cooperative things, to pull in JTPA and state level discretionary dollars from Public Law 94-142, the part B funds and your state dollars behind personnel to put together a package and you might also consider several schools cooperating. If you are looking at a way to replicate, you might fashion an agreement for reciprocity in dissemination efforts.

Question: Going back to some things that you talked about earlier in terms of interface and least restrictive environment, our area here in Bellingham has students coming in from the county districts at the higher grades of the developmentally disabled classes. The result is that we have one class where six year olds to fourteen year olds who are all classified as moderately mentally retarded are in one class. After they leave at about fourteen, they go over to a high school or a self-contained school for people with developmental disabilities from fourteen to twenty-one. As my child reaches that age, I see him having inappropriate younger models. He goes to different classes where he is mainstreamed into learning disabled classes for some subjects. I guess I'm wondering what you might be able to tell us as we grapple with what happens to these kids when their peers have moved on to middle school and they're still at the grade school level? What happens when you mainstream kids into middle school or high school?

The other part of my question deals with the suspicion in the adversarial relationship between parents and school personnel.

This has been uppermost in parents who have taken initiative to want to be involved. They have been treated with suspicion to the point where we give up. How do we as parents deal with this?

John: I want to give a "speaker's answer." But at the same time I want to be very aware that it takes a personal time commitment to get this change effected. It takes someone who has the ability to interface with both the parent group and the school people and walk through the planning stage that is necessary to bring that about so that it can be planned and done in a systematic way to diffuse all of the suspicion and distrust.

Comment: Well, we really have attempted to do that but the director of special education has said, "This is an adversarial relationship, we're paid to be suspicious."

John: Maybe the key is to have a third party, not associated with the parent, not associated with the district, a mediator sort of person...

Comment: Yes, because as we attempt to put a lot of time and energy, eighteen months of meeting regularly, we parents who have more than the usual time commitment at home, some of us working and then trying to do this on the side, burnout has been a real problem.

John: Yes, I understand what you're saying and that is very real. I'm working, right now, on two cases where they're trying to get the very same thing done. And they're doing it in two entirely different ways. One is trying to set a precedent hearing case, a due process hearing to affect the placement change. The other is through an arbitrating or mediating role. Although 94-142 has some protection for the rights of your child, it does not have the protection of all children at one time. Consequently, if you're going to go with statutory protections you go case by case.

Now if you're looking at making a broader sweeping change then you really don't look at the protection of 94-142. You look at the protections of 504 maybe, or you look at arbitrating, mediating, getting third-party people involved in working with the two groups to try to bring about a significant change in this social system. The educational system needs the commitment of a respected, believable third party that both sides respect and will listen to.

There are other investigations that can be carried out but the third party mediator is less adversarial and more apt to bring about the kind of changes that you want.

I would like to say something in the defense of teachers. I've been a classroom teacher and I've had 30 children. And I've been asked to take on very difficult-to-teach children. You know,

we're not miracle workers - we're looking at how to keep from spreading our time and attention too thin. The responsibility of the school system is to make sure that if you've got a teacher who is willing to accept these children in the classroom and teach these children and make the modifications and accept the other outside support people in the room, then there ought to be some sort of a formula where one child with multiple special needs equals four non-disabled children. Then the pupil teacher ratio will be appropriate and the support systems can go into place.

I think that I - personally - and many other teachers would not react negatively if they had the appropriate support systems. What we tend to find is that once the child is placed in the classroom, the support is withdrawn.

Question: Do you feel there is an attempt to deregulate 94-142?

John: No, I don't think that's the intent but I think that we have to put some parameters around how it's done as professionals. That's why I was encouraging this consortium group to look at guidelines for how programs would be replicated and implemented. Those guidelines then are going to have broad acceptance at the state, local and the federal level for implementing programs.

We need to put those guidelines together so that we have the protection of the rights of the children, the quality of instruction and have some control over the parent involvement in the planning.

We must have administrator, teacher, and resource concerns addressed to judge appropriateness of programs before they're implemented - then I think we would be doing a great service to protect the quality of instruction. At the same time we can still allow many of those children to remain in a regular classroom and receive their instruction. That was my recommendation.

Question: Could you explain exactly what you're talking about? What is this initiative?

John: It is an initiative that was started from the field, because of millions of children who are not receiving any assistance, who are failing in the classroom, who were "difficult to teach" children. Some are receiving some remedial help and some are receiving special education services, but we have a lot of children that need special individualized assistance that are not receiving any at all. And those children are being referred to special education in droves. We have the burgeoning numbers I mentioned earlier, an increase in the LD population, an attempt to get those children some individualized assistance. Rather than see that trend continue, we had a request from the field to the federal office to help us define these categories, help us set eligibility criterion in place.

We have to stem the flow of this, we cannot have everyone swept into special education. The response obtained from the federal level was to study it very carefully first, and they have done

that thoroughly and put out some reports on that. At this point, they are sitting down with the regular and special education leaders and asking how we can work together to improve instruction for all children so that we don't change laws or change policies - how we can implement our educational programs in a different way to meet the needs of these children who are difficult to teach.

The initiative simply is that conferences have been held - conferences that are bringing together the leaders in the country to try to discuss these issues to see how we can cooperate between regular and special education to effect some change for all children.

Comment: No statement has yet come out?

John: A statement is supposedly being developed. It has not been released from the Office of Special Education Programs.

Comment: It sounds like you're saying that you are thinking of setting up something like special ed and gifted in one place, and then something in between - something like LD. Right?

John: No, that's not what I would hope that we'd see. I would hope that what we are seeing is a sensitivity as we look at the increase in the requirements. As we see the excellence movement, raising all the requirements and the standards, we also see a sensitivity for the individual needs of all the students. Indeed,

if we move in the direction of learner outcome and mastery learning-based instruction, we're not going to have something different for the gifted and talented, the average student, the slow-learning student, and mildly-handicapped student and even moderately handicapped student. What we would see are expectations established for those children based on competency, outcome and mastery learning programs. There would also be a different way of instructing, so that we would not have to see all those divisions.

Those are things that the consortium needs to look at. Particularly in the rural area you must be extremely creative and I think that there are ways that we can look at team teaching, with the regular and special educator. There are creative uses of the paraprofessional that could very responsibly meet some of these needs. There are therapists' assistants, and cooperative consortium groups of schools. There are a lot of ways that the rural areas can be innovative and that's why I think it's up to us to sit down and hammer out some of those guidelines so that we're all comfortable with this as a group, and be prepared to recommend it.

Question: I was just curious about whether there's an increase in teacher effectiveness if there are volunteers or aides within the room. I'm active within my children's classrooms, and the teacher is excellent, but I think the reason why she does that is because she's getting at least the enthusiasm of having a volunteer in the room.

John: That could be somewhat of a Hawthorne effect, the fact that you're there and it's expected. As far as studies are concerned the only thing that comes to my mind is that if the teacher, the school district, or the building personnel understands how to utilize volunteers and/or a teacher aide, then there can be a tremendous effect in expanding the teachers' ability to work with the children and instructional change, and student outcomes definitely improve. If school personnel do not know how to organize and utilize teacher assistance and volunteers, it can be a disaster or have a negative impact because it becomes a burden to have someone in the classroom with them. That's an area where the building principal or individual teachers need to be receiving some assistance in how you actually organize and use those people outside the classroom.

Question: Yes, I was just curious as to whether it's a good idea for me to be in her class. Is there any research that indicates that it helps?

John: There is a - quote, unquote - "study" that you can do yourself. You could sit down with the teachers in your building and you could review records of student achievement. You could look at the impact that you might be having by putting together a little study yourself to look at the different aspects of the students' involvement and achievement that you feel is important and see if you feel good compared to other classes that do not

have this type of a system. I can probably tell you if you have a good feeling about being there and if you have a good feeling about what's happening, then you're probably doing a good thing and you're probably helping that teacher tremendously - the children are probably benefiting.

"Serving Children With Special Needs
in the Least Restrictive Environment
in Rural and Small Schools" (Edited Transcript)

CAROL INMAN
Deputy Assistant Secretary
Office of Special Education and Rehabilitative Services
U.S. Department of Education

Thursday, October 9: Noon - 1:30 p.m.

I'm in the U.S. Office of Special Education and Rehabilitative Services which oversees Special Education programs. We also serve vocational rehabilitation and have the National Institute on Handicapped Research. That has been a marvelous area to work in because it's where most of our discretionary dollars are and you see some exciting things coming from that, such as the ability to fund rural projects and research. It gives us the flexibility that sometimes our entitlement programs and former grant programs did not have.

As we address the issues of effective service delivery in rural areas, we have to acknowledge the importance of diverse rural subcultures, interagency responsibility, certification reforms, rural teacher recruitment and scholarship, personnel retention strategies, and information dissemination. These things are all extremely important and we feel that our goal should be to achieve a shared responsibility among federal, state and local educational agencies, universities and professionals. This will help us to resolve the problems of special education service delivery in rural areas. We need to be creative, particularly with serving

students in rural areas. This does not mean compromising quality, but creativity does mean using the innovative abilities of rural Americans to eliminate the barriers to successful education of students with disabilities.

It's in this spirit that I would like to focus on the initiative that we feel so very excited about - for lack of a better word, "LRE - the Least Restrictive Environment." LRE provides disabled students with the opportunity to participate in the regular school environment to the greatest extent possible. This includes a continuum of alternative placements based on the individual needs of the child. It comes strictly from the law, which I can quote word for word, but we must use the caveat of a continuum of alternative placements for kids. It's a challenge which has gone essentially unmet, despite the remarkable progress we've all made together over the past 10 years in securing fundamental rights and appropriate effective programming.

Historically, education has been the institution upon which we have relied to ensure that the widest range of choices are available to our children as they assume their responsibilities as productive, contributing members of society. This is no different for individuals with disabilities. Remember, almost 30 years ago, the Brown vs. Board of Education decision. The Supreme Court found that racially segregated schools and educational facilities are unconstitutional. Today the courts are moving toward the elimination of segregation in education of children and youth with disabilities.

Today, regulations require that each public agency ensure that a continuum of alternative placement is available to meet the special needs of handicapped children for special education and related services. Each handicapped youngster's educational placement is to be based on an IEP -the individualized educational plan. We designed the program for the child, not the child for the program. We need to remember that. Our contributions to guarantee access to education have been remarkable. We've made tremendous progress during the past decade with the inclusion of children and youth with handicapped conditions in service programs.

Improved identification and assessment techniques have facilitated the identification of many children whose handicapping conditions were undetected in the past. Now, as I watch with the new emphasis on infant programs and Child Find, I realize we are going to have to go further than that, to a very, very sensitive area to find more youngsters that are at risk.

Today, more handicapped youngsters are receiving educational services and integrated programs in the least restrictive environment than ever before. Yesterday I had the opportunity to hear a woman from Oklahoma reading the exciting things that they are doing on regular campuses. They're really doing a good job with integrating many of their kids. Do you realize that a good percentage of the state of Oregon is totally integrated, including severely handicapped students? Almost all school districts in Vermont and the

whole school system in San Francisco are integrated. The school system of Santa Monica, California is integrated. We have seen very, very exciting models. It is a proven fact that it is the best possible way to serve our kids, although we do have a lot of barriers to integration and there are some things that we're trying to do to solve those problems.

One of the barriers to integration is the historical legacy of special education. Some of us were fortunate to live in a school district which welcomed our youngsters with disabilities and took full responsibility for them. In the 50s and 60s there were no programs until parents of handicapped kids really started programs. Some of the very best services have been provided through those programs. But times are changing and a very real fear of parents is that they may have to sacrifice quality for their handicapped child who attends a regular school. But I want to make it very clear that we want quality programming. Parents need to work with professionals to assure that programs in the least restrictive environment are quality programs.

A second barrier is the attitude held by some individuals that many students are too disabled to live and work in a meaningful way within the community. One of the fascinating things that we've seen, particularly with serving severely handicapped kids, is how 10 years ago, we never thought that they could be educated, that they really deserved to go to school, or that they would get

anything out of school. Now we see the incredible strides they're making. We're talking about supportive work, where they are going to actually work in the community for money! That's really exciting! They are able to do that because of the incredible interventions that educational professionals have provided to them. They are not too handicapped to go to school, to work, and to live in a community.

Overcoming this barrier is even more vital when it involves individuals who are making critical decisions about the allocation of funds to support programs and train personnel, such as administrators and people involved in teacher preparation. This attitude must be broken down if we're going to have any kind of success in this whole movement. These barriers are fundamentally a result of misinformation, and they remain a significant barrier to the full integration of the handicapped individual - into the regular classroom, into the workplace, and into the social life of the community.

The third barrier is one in which we're acutely aware of the lack of special and regular educators who have been trained to manage and provide services for severely handicapped students in regular school environments. I'll talk in just a minute about a program in Indiana which is integrating kids on regular campuses. There are teachers from some really excellent programs, but unfortunately there are just so few of those. This is a massive movement and it must be done using teachers who, up until now, have not been

trained in this "foreign language." The shortage of such professionals makes it extremely difficult at times to foster and demonstrate quality services in regular school environments. The encouragement and replication of best practices in the provision of these services is essential to building a strong base of professionals.

A fourth barrier to the integration of severely handicapped students in regular education programs involves disincentives in state funding formulas. So much must be changed at the state level to make it easier for administrators to be able to make sure that those dollars follow the child, not the program. It's a real disincentive, because larger amounts of money are given for more severely handicapped students in segregated or in special settings. This is a real barrier which needs to be addressed specifically at the state and local levels. The most restrictive settings often do receive greater financial reimbursement. These types of funding formulas may make it difficult to manage a school system with the flexibility necessary to make placement decisions based upon the handicapped child's IEP. Maybe you folks that are involved in rural education should think of flexibility and creativity as the "middle names", particularly in this year when we're talking about serving kids who previously were sent into more segregated environments.

The final barrier I want to mention is the historical and current relationship of special education to regular education. We, as special educators, have this aura about us that we are very special. We have to start thinking about what is so "special" about special education. We need to work more closely with regular educators and help them to understand that there's no secret to what we're doing. There is no reason why they could not work side by side with us in order to provide services for our kids in a more integrated environment. We've become increasingly aware that handicapped students who do not grow up interacting with both handicapped and non-handicapped peers will be different from those who do. We have seen these kids that have not had handicapped peers to model. They don't get away with a lot if they're around non-handicapped peers.

We've talked about barriers and we've planned a lot of activities and strategies to eliminate these barriers and to provide assistance to state and local administrators, to parents, and to others to be able to ensure that this kind of program is going to happen. I want to tell you briefly about some of the things that our office is doing. Our Regional Resource Center has a priority on LRE and we're working with them to be able to assure us that they serve state educational agencies, and that they have the capacity to be able to help those states move toward full integration of their programs across the state.

The regional resource centers are an excellent way to provide technical assistance to the state agency. Our personnel preparation competition establishes priority consideration for proposals which train special educators and related service personnel in regular education settings. We will not fund any proposals unless training is done in an integrated setting. We've just recently conducted major grant and contract competitions, awarding funds for projects focusing on transitions from school to work, and model demonstrations with strategies and best practices which can be used by regular educators who serve handicapped students in regular classrooms. We're also trying to improve the quality of educational opportunities and programming for severely handicapped students by funding successful demonstration projects in the areas of direct services, program design, and administration. When you look at our application packages you will notice that we are looking for programs demonstrating the provisions of services to our kids in integrated programs.

Our parent training centers have been extremely helpful to us. They have identified LRE as a priority and have developed a technical assistance center. The centers need a lot of help, such as from big business, because they are not university-based. The parent training centers have developed a very fine manual for parents and the family on LRE. We're also putting together questions and answers on LRE through the TAPP Project, Technical Assistance for Parents Program. There are questions regular teachers might ask,

questions non-handicapped kids might ask, as well as questions for parents, special education teachers, administrators - questions ranging from attitude to the real nitty-gritty issues such as transportation. Finally we are working very hard at building a clear national policy on LRE through our presentations to national conferences and our careful review of all our correspondence and policies relative to LRE.

Finally, I want to clarify what is meant by integration. It does not mean dumping students with disabilities into regular programs without preparation. It does not mean low-keyed, special education classes in separate wings in a regular school. Integration does not mean grouping students with a range of disabilities and needs in the same program. There are problems in rural areas with so few kids with such a wide age range. We have to be very careful that we don't lump them altogether.

It does not mean ignoring children's individual needs. It does not mean exposing children to unnecessary hazards and risks. But it does mean educating all disabled children in regular schools regardless of the degree or the severity of a disabling condition. I've seen it happen, folks. It's so exciting, and so wonderful when you do see it working in a really good program. It means providing special education and related services within the regular school. What you provide in the segregated schools, you can provide in an integrated setting. It does mean arranging for disabled students to receive their education in a regular community environment when appropriate.

I have not even discussed curriculum at this point but when we talk about kids in regular school, we also talk about those kids with varying handicapping conditions, about functional skills, community-based programs, about preparing those kids to be able to go to work, and to be able to be as independent as adults as they possibly can. The curriculum must go hand in hand with an integrated setting.

Integration does mean placing disabled students in the same schools that they would attend if they did not have disabilities. We're moving in that direction. It does mean providing an appropriate individualized educational program, including the basics. It does mean taking parental concerns seriously. It does mean teaching all children to understand and accept feeling differently, which I think is something that is so very important for non-handicapped kids.

These are complex issues that are not going to occur rapidly. Parents want progress right away and they are willing to work with professionals to make it happen. But we want to insure quality. Somebody told me the other day that "Appropriate doesn't always mean best." And I said, "As a professional, to interpret the law, I must agree with you, but as a parent I want best." At the federal level we're going to do whatever we possibly can to make sure that these things happen. I know that even at the local level, particularly out there in the rural areas where it is so difficult, that you will work with us and we'll work with you.

I said that I'd mention the General Education Initiative very quickly. We have been working on a White Paper which deals with working with kids that have learning problems, and addressing their needs through regular education, but we need special educators to work with regular education. It's something that needs discussion. We're going to be putting research dollars, demonstration, training, and evaluation money into that to be able to address those kids with learning problems which should not have to be identified for special education or any of our other kinds of categorical programs in order to give appropriate services.

CONCURRENT SESSIONS

WEDNESDAY, OCTOBER 8, 1986

10:45 - 12:00 PM

June Canty-Lemke & Dee Duncan
University of Portland
5000 N. Willamette Blvd.
Portland, OR 97203-5798

"A NEW TOOL: COMPUTER INTERACTIVE VIDEO TAPES FOR INSERVICE AND PRESERVICE TEACHER TRAINING"

The faculty at the University of Portland has developed a unique application of technology to solve a long-standing inservice problem: the provision of adequate follow-up to inservice programs. This problem is particularly severe in states with large rural populations located some distance from teacher training institutions. Travel costs and travel logistics many times preclude the scheduling of regular and frequent inservice sessions. Research also continues to show that the one shot type of inservice is not effective in changing teacher behavior. Programs are more effective which allow the teacher to actively be a participant in the training. Because of these logistic problems, many teachers are servicing mainstreamed handicapped youth without adequate assessment and teaching techniques.

The use of computer interactive videotapes can make large inroads into the solving of this longstanding problem. Video tapes are made illustrating content knowledge and the latest in teaching methods and research. A computer program is then written which will interface with the video tape. The package is then supplied to the participating school district which has similar equipment. The teachers in the district then complete the video tape at their own pace. Because the program allows for branching, each teacher is able to actually participate in an individualized program. The teacher disk, which has stored the answers for each individual completing the package, is then returned to the University along with the main program. Based upon the data generated, a new program is then prepared and sent and other written materials and workbooks are used as supplemental to telephone communications.

The program is relatively inexpensive when compared with travel costs. All components of the system: a video tape machine, Apple computer, printer, and interactive interface, are also available to the district and university for other purposes. The entire cost of the package is less than $3000.00.

This session will present one tape, discuss uses in inservice training, and present data from the use of the program to service teachers in our area. Uses for preservice training will also be discussed. Specific information on where to obtain the hardware and in developing the software will also be given.

Luceille Werner, Director of Staff Development
114 North Second Street
Peotone, IL 60468

EARLY PREVENTION OF SCHOOL FAILURE (NATIONALLY VALIDATED PROGRAM) A FOCUS ON PRE-SCHOOL KINDERGARTEN AND FIRST GRADE

A B S T R A C T

The Early Prevention of School Failure Program has provided effective staff development for educators in rural settings throughout the United States. Over 50,000 school districts have implemented many of the effective classroom techniques following staff development inservice. Evaluation results on over 50,000 children in twelve states (including State of Washington) has proved that all children can achieve academic excellence if our appropriate learning environment is provided in the classroom.

Please note the enclosed description of the program staff development components which include: 1) Team Screening, 2) Team Conferencing, 3) Educational Planning, 4) Parent Involvement, and 4) Evaluation results related to students improved academic achievement.

What is the appropriate academic expectancies for 4-5-6 year old children? The present demands encourage a more structured kindergarten and higher academic expectations of all students. This emphasis has increased the pressure on some children and teachers.

To answer this question educators should consider: 1) characteristics of four to six year olds, 2) knowledge of the wide range of developmental levels and, 3) different learning styles.

When focusing on this wide range of development in a classroom the academic expectations should be determined by considering: 1) children develop at different rates and even though each child will go through the same predictable stages, some may need more time, 2) children have different learning styles and need individual consideration according to whether they learn best by touching, hearing, or seeing, 3) some children may be limited in learning by a variety of disabilities and, 4) the gifted child needs attention.

Answering the Academic Expectations in Kindergarten - Now is the time for teachers to identify and support effective school practices for kindergarten education. The teacher is the crucial link to provide quality education in the kindergarten. If the teacher has the tools and school support to determine each child's developmental level and learning style then appropriate educational experiences can be provided.

The presenters will provide the opportunity for the participants to be involved in a simulation fo assessing the learning style and developmental levels of 4-5 year old children. In addition, the participants will experience a simulation of an effective classroom environment to meet the developmental needs of all children. Effective planning, classroom management and teaching strategies will be demonstrated. Each participant will receive a packet of materials that will be valuable for using with students.

Jada Rupley, Special Education Supervisor
Ann Cavanaugh, Master Teacher
Susan Cone, Master Teacher
Mollie Lopshire, Master Teacher

Educational Service District 112
1313 N.E. 134 Street
Vancouver, WA 98685

STAFF DEVELOPMENT AND INCREASED CLASSROOM SUPERVISION FOR SPECIAL EDUCATION TEACHERS IN RURAL/REMOTE DISTRICTS

In the 1983-84 school year Educational Service District 112 Special Education Cooperative surveyed special education teachers in 27 school districts. All districts surveyed are considered rural and remote. The teachers ranked staff development as one of their highest priorities.

The monitoring and program review process in more than half these rural and remote districts over the last four years collaborated the need for staff development. Specific findings from the program review and teacher survey formed the basis for the following needs: teachers want training in effective delivery of instruction, how to measure intervention and become familiar with a continuum of instructional strategies like those in program blending.

Additional needs expressed by special education teachers in small districts rural and remote: demonstrate on-site, make it relevant and provide frequent contact with a person trained in special education.

With this in mind, our plan is to provide inservice training for special education teachers in effective delivery of instruction, blending programs, systematic intervention to maximize student achievement, and continuum of instructional strategies. Master teachers in special education were hired and trained to supervise program and provide necessary links between instructional knowledge, instructional practice and application.

Concurrent with teacher identification of staff development, the need to reinforce the least restrictive environment became a statewide emphasis. These issues formed the basis for three goals.

1. Increase the effectiveness in delivery of instruction to students.
2. Increase systematic intervention in the least restrictive environment to maximize student achievement.
3. Provide a continuum of instructional techniques and on-site assistance to classroom special education teachers.

To support the master teacher's role and ensure a link between inservice instruction and classroom application, the fourth goal was established.

4. Provide clinical supervision skills and evaluation techniques to master teachers.

The expected outcomes are: increased student achievement, increased teacher effectiveness and increased program blending where appropriate.

I. To increase the effectiveness in delivery of instruction to students.
   A. Regional meetings
   B. I.E.P. training
   C. Training for data gathering and interpretation
   D. Blending services

II. To increase systematic intervention in the least restrictive environment to maximize student achievement.
   A. Consult with non-special education school personnel
      1. problem solving meetings
      2. facilitate referral process
      3. provide inservice training
   B. Consult with parents
      1. home visitation and recommendations
      2. facilitate communication between school and home
   C. Coordinate community services
   D. Blending services for special education, Chapter I and R.A.P. in considering the least restrictive environment
   E. Assist in direct instruction for individual students

III. To provide a continuum of instructional techniques and on-site (in classroom) assistance to classroom special education teachers.
   A. Program planning
   B. Classroom management
   C. Specific teaching strategies
   D. Facilitate location of needed resources and materials

IV. Provide clinical supervision skills and evaluation techniques to master teachers.
   A. Training with Dr. Ray Smith (W.S.U.) for development of techniques to master teachers.
   B. Development of evaluation tool more specific to special education skills.
   C. Work with principals and/or superintendents to assure cooperation and "team" effect and to minimize the negative aspects of an evaluation tool that is separate from the local district's format.

Goal No. 1 To increase effectiveness in delivery of instruction of students.

OBJECTIVE	ACTIVITIES	EXPECTED OUTCOME(S)	EVALUATION PROCEDURE(S)	RESPONSIBLE PERSON	DATES BEGINNING	DATES ENDING
a. To implement effective teaching practices.	Initial training; work shop instruction; review of the literature; assigned readings; supervised practicum.	Teachers will receive training in various instructional techniques to be applied with students in program.	Evaluation of supervised practice; systematic direct observation; teacher performance checklist; regular classroom visits.	Dr. Jerry Tindal, Professor/ Trainer.	Aug 85	Jun 86
b. To provide specific inservice training in program blending to classroom teachers and master teachers.	Initial training (August) workshop with followup classroom implementation; three sessions during year to follow up: October, January, March.	Integrated assessment, intervention and programs for students. Collective effort of building teams in developing program.	Team assessment data; program recommendation; classroom implementation; procedure supported with data collection.	Dr. Tindal Master Teachers Building Team Classroom Teachers	Aug 85	Jun 86
c. To increase academic engaged time and performance in the classroom.	Initial training workshop including review of literature, supervised practice, classroom implementation.	Data-based instruction and individualized programs for students.	Completed data collection forms; curriculum mastery worksheets; curriculum-based assessments.	Dr. Tindal Master Teachers Classroom Teachers	Aug 85	Jun 86
Goal No. 2: To increase systematic intervention in the least restrictive environment to maximize student achievement.						
a. To systemize data collection procedures.	Initial training; review of literature; assigned readings; supervised practice; implementation in classroom.	Systematic data collection by classroom teachers; objective data techniques.	Student data forms; master teacher observation and review of system.	Training: Dr. Tindal Follow-through: Master Teachers Classroom Teachers	Aug 85	Jun 86
b. Summarize and evaluate data.	Same as above	Modification of instructional programs.	Classroom data forms of student progress.	Master Teacher	Aug 85	Jun 86
c. Confer/consult with regular classroom teachers	Meetings with regular education classroom teachers.	Establishment of building teams to collectively evaluate success of intervention.	Classroom observation/ visit; building team assessment form.	Building Team CR Teacher M. Teacher	Aug 85	Jun 86

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Goal No. 3 To provide a continum of instructional techniques and on-site (in-classroom) assistance to classr special education teachers.

OBJECTIVE	ACTIVITIES	EXPECTED OUTCOME(S)	EVALUATION PROCEDURE(S)	RESPONSIBLE PERSON	DATES BEGINNING	DATES ENDING
a. To establish building teams to increase the efficacy of program blending.	At building level, establish team procedures for pre-referral activities to those students identified from regular education.	By the end of 85-86 school year, team process will be established to collectively screen referrals and program options best suited to student needs.	Training manual with procedures of team process, pupil, etc., form, tracking system for student outcomes.	Master Teacher Classroom Teacher	Sep 85	Jun 86
b. To train support staff in blending programs.	Initial training will include support staff, i.e., school psychologists, Chapter I teachers, building principals.	Integration of data bases; to put programs together as a team; eliminate replication of testing procedures.	Same as above.	Same as above	Sep 85	Jun 86

Goal No. 4: To provide clinical supervision skills and evaluation techniques to master teachers.

a. To provide clinical supervision skills training to master teachers.	Ongoing monthly training dates Oct - May; selected readings; supervised practice in data collection.	Systematic supervision techniques with consultation from WSU; checklists to evaluate progress.	Activity logs; ESD evaluation forms; workshop evaluation.	Dr. Ray Smith, WSU	Oct 85	May 86
b. To provide and assist in fair evaluation/ probationary procedures coordinated with inservice needs.	Monthly training sessions.	Accurate evaluation techniques reflecting skill level of classroom teacher; assistance in providing positive inservice to potential probationary teachers.	Evaluation of training sessions; activity logs; observation scales; teacher satisfaction scale.	Dr. Ray Smith, WSU Master Teachers Supervisors	Oct 85	May 86

SPECIAL EDUCATION TEACHER: Resource and Self-contained Classrooms

	Excellent	Good	Need to Improve	Not Observed
INSTRUCTIONAL SKILL				
1a. Selects teaching strategies for implementing IEP goals and objectives for assigned students.				
1b. Monitor and adjusts teaching strategies to the students changing needs.				
1c. Coordinates specialized instruction with regular ed curriculum as appropriate.				
2. CLASSROOM MANAGEMENT:				
2a. Establishes a behavior management program for students.				
2b. Trains and supervises teacher aides and volunteers.				
2c. Is aware of and manages on going learning experiences for all classroom activities, i.e. small group, direct instruction, mainstreaming, independent practice, one-to-one instruction.				
3. PROFESSIONAL PREPARATION AND SCHOLARSHIP:				
3a. Keeps up-to-date and applies current special education practices/theories.				
4. EFFORT TOWARD IMPROVEMENT WHEN NEEDED:				
4a. Responds positively and in timely manner to supervisors suggestions.				
5. HANDLING OF STUDENT DISCIPLINE & ATTENDANT PROBLEMS:				
5a. Establishes, monitors and adjusts behavior management for individuals needs.				
5b. Works cooperatively with staff in implementing, training and monitoring specialized behavior plan w/appropriate students.				
6. INTEREST IN TEACHING PUPIL:				
6a. Shows personal regard in daily interaction, courtesy, acceptance, interest.				
7. KNOWLEDGE OF SUBJECT MATTER:				
7a. Developes curriculum and programs reflect knowledge of students specialized needs.				
7b. Accesses available resources: personnel, literature, research, inservices				
8. SPECIALIZED SKILLS:				
8a. Completes all required reports and records in an accurate and timely manner.				
8b. Works effectively with multidisciplinary team and other professionals regarding needs of special students for assuring appropriate learning experiences.				
8c. Communicates effectively with parents.				
8d. Keeps principal/staff informed on progress of assigned students.				
8e. Maintains a data system to accurately record student count.				
8f. Maintains continuous performance data.				
9. Performs other duties as requested by building principal and/or coordinator of special education direct instruction and/or master teacher.				

Phil Piechowski
Supervisor of School Social Work
Mississippi Bend Area Education Agency
729 21st Street, Bettendorf, IA 52722

III. PROPOSAL ABSTRACT: Affective Needs of Special Education Students

In order to examine the affective education needs of mentally disabled, behaviorally disordered and learning disabled elementary through secondary students, three hundred special education teachers, one hundred principals and one hundred social workers, psychologists and consultants were administered a questionnaire to determine their perceptions regarding the needs of these students. The respondents were within the six county area served by the Mississippi Bend Area Education Agency. The MBAEA is an intermediate educational agency which provides support services to rural and urban school districts. Of the twenty-six school districts in the area, only four would be considered as urban districts with a school population of five thousand or more.

The goals of the research project were to:

- assess the affective needs (i.e. self-control, trust, motivation) of special education students.
- determine the extent to which these groups have the same perceptions of the affective needs.
- establish the activities these groups perceive would be most effective in meeting the needs.
- determine who might be involved in meeting the identified affective needs.
- determine if the answers to the questionnaire varied in rural vs. urban areas.

The information gained from the survey was used to improve the delivery of services to rural and urban special education programs. The conclusions of the research project included the following:

- there are differences in perceptions between rural and urban responses.
- respondents differentiated between the affective needs of the disability groups.

The research information was viewed as valuable enough that the project received additional funding from the Iowa Department of Education and the questionnaire is currently being administered in other sections of the state.

The research project highlighted the differences between rural and urban settings. This allowed program planners to modify program services in such a way as to better respond to the affective needs of the rural and urban schools. These modifications included the adaptation of group counseling to better meet the needs of the rural and urban student and the re-focusing of the services provided by the school social workers serving rural schools.

Kay Bull, Associate Professor
Oklahoma State University
309 N. Murray Hall
Stillwater, OK 74078

ABSTRACT

Gifted education is not provided in many rural schools. Some teacher educators believe that one of the reasons for this is that gifted teachers and gifted teacher training programs are oriented to provide education applicable to urban and suburban settings and that they believe that this is also appropriate in rural settings. This paper presents the results of a survey of representatives of teacher training institutions who have gifted education programs. The group surveyed was derived from the list developed by Parker and Karnes (1984).

Each respondent was asked to indicate whether or not differentiation for rural gifted teachers was necessary. If differentiation was necessary respondents were asked to rate its importance in teaching methods, program development, guidance counseling, underachievement, identification practices, program administration and evaluation, etc. The data are interpreted in light of the percentages of placements made in rural settings and in terms of the level of gifted education (undergraduate, master's, doctoral) offered by the institution.

Beliefs and Attitudes of Rural Educators and their Perceived Skill Levels in using Curriculum Models for the Education of Gifted Learners

Margaret A. Anderson, PhD
Rio Grande School
715 Camino Cabra
Santa Fe, New Mexico 87501

Audrey M. Kleinsasser
Department of Educational Psychology and Research
2 Bailey Hall
the University of Kansas
Lawrence, Kansas 66045

Paper presented at the annual conference of the National Rural and Small Schools Consortium
Bellingham, Washington
October, 1986

Margaret A. Anderson, PhD
Rio Grande School
715 Camino Cabra
Santa Fe, New Mexico 87501

Audrey M. Kleinsasser
the University of Kansas
Lawrence, Kansas 66045

Beliefs and Attitudes of Rural Educators and their Perceived Skill Levels in using Curriculum Models for the Education of Gifted Learners

In about one-third of the states in the nation, including Kansas, programs for academically and intellectually gifted learners are mandated by state law. Regardless of size, financial resources, locally developed goals, or geographical location, a school district must provide services for this population. In a state like Kansas, the spirit of P.L. 94-142, the Education for All Handicapped Children Act, is observed. Regulations pertaining to special education students in categories such as speech, language and hearing or learning disabilities, apply to gifted children as well.

In a rural setting, a mandate for gifted education presents special problems. Appropriately trained teachers certified in gifted education aren't always willing to live and work in geographically isolated areas, particularly if they do not have a rural background. Small enrollments and likewise small numbers of gifted students require that some teachers of the gifted travel to more than one school;, often schools are located in more than one district. These educators spend as much or

more time traveling than meeting with students. Their teaching loads are often extensive, sometimes requiring them to serve gifted students in grades K-12.

As per IEP (individual education plan), students identified as gifted might work with this teacher once a week or less, sometimes for only 30 minutes or an hour. Special education cooperatives often undertake the hiring and assignment of special education teachers, including teachers of the gifted, not just as a financial solution, but also a logistical one. In rural areas, gifted education is under the aegis of special education, a protection that is sometimes a boon, often a detriment.

The conditions described characterize gifted education in rural areas. Perhaps more so than in urban settings, the education of gifted rural students is highly dependent on the participation, cooperation, and efforts of general educators, a position substantiated by O'Connell & Hagans, (1985a). It is therefore important to ascertain the attitudes and knowledge about gifted students that educators in rural areas possess, as well as their perceived skill levels in curriculum development for that group of learners.

A review of the research literature pertaining to rural or geographically isolated gifted children reveals that little research has been done specific to this population. Moreover, there is sparse research evidence concerning the attitudes or perceived skill levels of general educators who teach gifted

students.

General educators in rural America seem to support services for gifted children. A survey of 53 teachers of K-12 gifted students and facilitators of gifted programs in rural schools showed a need for instructional services in all areas of gifted education, but particularly in awareness of the needs and problems of gifted and talented children (Witters, 1979).

Pringle et al. (1972) described a project involving enrichment activities for 63 gifted elementary school children in a rural school district. The gifted facilitator spent one day a week at each of four centers working with students using a curriculum based on problem solving techniques and affective objectives. Evaluation of the project was based on teacher reaction to the project (mainly positive) and pupil satisfaction (all preferred resource center activities over regular classroom activities). The conclusion of Pringle's study was that the project had more advantages than disadvantages for gifted elementary school children in rural sites.

Hamrin (1981) reported a study of 239 classroom teachers and 14 administrators from eleven small districts geographically situated in rural Maine. Using a questionnaire to gather needed data, the study identified as problems a lack of instructional preparation, lack of definition of gifted/talented consultant and classroom teacher roles, lack of data on effectiveness of alternative program models, implementation in small rural areas, and funding. The study concluded that if teachers

and administrators are the key to successful programs for gifted students, teacher training programs must initiate change at all levels for all schools, teachers, and students.

Related literature specific to gifted and talented learners in geographically isolated settings includes a collection of curriculum guides designed for gifted students. Additionally, materials such as student record forms, time lines, checklists for program development, and forms for recommending gifted students can be found in the research literature (McCune, 1980; Anderson, 1979; Rogers, 1979).

According to O'Connell & Hagans (1985b), there are four characteristics of successful rural staff development. First, the focus must be on topics relevant to rural educators. Second, inservice must respond to the varied stages of adult development: a movement from strict, rigid beliefs to a breaking away from strict rules and beliefs; a recognition of a variety of available options; and ultimately, a synthesis of information that creates additional categories leading toward effective, spontaneous decision making. Third, instructional leaders need to provide follow through and appropriate supervision enabling individual teachers to translate ideas presented in training to everyday, rural classroom situations. Fourth, and last, long-term staff development activities need to be planned to address the stages of concern about change which the teachers will naturally feel as they attempt to implement instructional changes.

PROBLEM STATEMENT

What perceptions, attitudes, and beliefs toward gifted learners and education of the gifted are held by general educators at both the elementary and secondary levels in small, rural schools? Questionnaires and surveys assessed teacher opinion. This year-long study resulted in the collection of a number of questionnaires and surveys, four of which are reported here.

INDEPENDENT VARIABLES

Sex of respondent and teaching level are the two independent variables in the study.

DEPENDENT VARIABLES

The dependent variables include responses to an 1) Inservice Interest Survey; 2) Myths of Gifted Education Survey; 3) Attitudes toward Gifted Education instrument; and the 4) Knowledge of Teaching Models Survey.

POPULATION

The study is generalizable to rural educators in Kansas.

HYPOTHESES TO BE TESTED

A. There will be no significant difference in the response frequency of elementary teachers, secondary teachers, and administrators to the Myths of Gifted Education instrument.

B. There will be no significant difference in the results of an analysis of variance testing zero effects of level and sex

on four concept clusters of the Myths of Gifted Education instrument. None of the interactions will be significant.

C. There will be no significant difference in the response frequency of elementary teachers, secondary teachers, and administrators to the Attitudes toward Gifted Education Survey.

D. There will be no significant difference in the response frequency of elementary teachers and secondary teachers to the Knowledge of Teaching Models Instrument.

ANTICIPATED FINDINGS

It is anticipated that significant differences will be found in the response frequency of elementary and secondary teachers on all surveys or instruments. Additionally, attitudes toward gifted education are expected to be more negative than positive, particularly with regard to programming options requiring service outside the regular education classroom. Further, it is postulated that general educators will have limited knowledge of various curriculum models appropriate to the education of gifted students. Lastly, it is anticipated that subjects will prefer that education of the gifted originate from within the regular classroom, despite a lack of knowledge on the part of general educators about curricular models applicable to the education of gifted learners.

Method

SUBJECTS

The research design is one of intact groups that includes all teachers (elementary, n=23; secondary, n=20; administrators, n=3) in a single, rural, southeastern Kansas school district (518 total students, K-12). Subjects teach in three K-6 elementary schools, all located in different towns, and one 7-12 junior-senior high school. The teaching faculty mirrors a homogeneity of background that is consistent with the make up of persons living in the area. Many of the teachers, both male and female, are natives of the county and are engaged in second professions, e.g., farming, nursing home work.

The subject pool reflects the changes school districts typically experience with regard to resignations and hirings when a study overlaps two school years. This results in an unlike number of respondents for the questionnaires. Some respondents completing surveys during the project's initiation left the district by the time the second school year began. Conversely, others entered the study in its second phase.

INSTRUMENTS

An Inservice Interest Survey instrument, composed of 17 areas of concern or interest in gifted education was given to all teachers, May 13, 1985. It (as well as all of the other survey instruments) was designed by the first author to assess typical topics current in the literature of gifted education.

A second questionnaire, a Myths of Gifted Education instru-

ment was also administered at the beginning of the study. It is composed of 22 items, most of them misconceptions about gifted learners, gifted education, grades and IQ to which teachersd responded "truth" or "myth".

Given at the beginning of the school year in August, 1985, the third instrument is a Knowledge of Teaching Models scale; it assessed knowledge of curriculum development for the gifted. Teachers were asked to respond on a scale from one (1) to five (5) (no awareness, slight awareness, moderate awareness, good awareness, and mastery awareness) to the following models: Bloom's Cognitive Taxonomy, Krathwohl's Affective Taxonomy, Bruner's Structure of the Discipline, Guilford's Structure of the Intellect, Kohlberg's Moral Dilemmas, Parnes' Creative Problem Solving, Renzulli's Enrichment Triad, Taba's Teaching Strategies, Taylor's Multiple Talent Approach, Treffinger's Self-Directed Learning, William's Teaching Strategies, and Clark's Integrative Model. These models constitute major teaching-learning models which can be used in developing and implementing curriculum for gifted students (Maker, 1982).

A Gifted Education Attitude Survey was given at the August 23, 1985, preservice workshop. It posed twelve statements to which subjects responded on a five point scale from strongly agree, agree, no opinion, disagree, to strongly disagree.

Since all of the instruments were designed for this particular setting for teachers of this district, there is no normative validity or reliability information for any of the measures.

PROCEDURES

At the end of the 1985 school year, the first author met with the entire elementary and secondary teaching staff to introduce the upcoming study. It was explained that teachers would be participating by responding to questionnaires and attending inservice sessions relative to gifted education. The sessions would be designed, in part, as a result of data gathered. Thus, selected activities occurred as a result of ongoing data analysis and classroom observation.

The first set of data was collected in May and included responses to the Inservice Interest Survey and the Myths of Gifted Education instruments. All teachers and administrators were asked to complete both measures according to standardized directions. Following the administration of the Myths of Gifted Education instrument, the principal investigator discussed each of the 22 items, explaining why it was or was not a myth, and responded to comments or questions from the participants.

At this time, as with all other data collection periods, responses from the participants were coded according to sex and teaching level. Social security numbers were used as identifiers enabling the tabulation of data for all participants on all instruments (except the initial Inservice Interest Survey).

During a teacher preservice day, August 23, 1985, that included all staff members (some new to the system as well as to the study), the chief investigator shared the results of the inservice interest survey that had been administered the previous

May. Goals and objectives of the research study were reviewed. At this time, the Gifted Education Attitude Survey and the Knowledge of Teaching Models scale were administered to the entire group of teachers and administrators.

At other points during the coming school year, the first author or a research assistant, visited and observed in the classrooms of identified gifted students and consulted with their teachers on a one to one basis. Three additional formalized teacher inservice days occurred: November 27, 1985; January 27, 1986; and May 23, 1986. Data were collected at these points in conjunction with staff development activities directed by the research team.

DATA ANALYSIS

For all survey items, frequencies and percentages of responses are tabulated. To test the hypothesis of independence, chi square procedures $p < .05$, are reported for the Myths of Gifted Education Survey, the Knowledge of Models inventories, and the Gifted Education ATtitude Survey.

Since the 22 item MGE survey could be clustered into four concept groupings, (Behavior of Gifted Students, Adult Reactions, Programming Options, and IQ and Grades), responses to items within clusters were summed, creating four new variables. A one way analysis of variance, $p < .05$, tested non zero effects for level and sex.

RESULTS

Results of the initial Inservice Interest Survey for both elementary and secondary teachers are reported in Table 1.

Insert Table 1 about here

A clear majority of teachers indicated that they were interested in learning more about incorporating gifted education into the regular classroom. The next most frequently cited item of interest by both secondary and elementary teachers was learning styles/teaching styles (That topic highlighted the January, 1986, staff development session.). Elementary teachers also indicated strong interest in curriculum designs for gifted students.

Of lesser impact to both elementary and secondary teachers was learning more about gifted students who are handicapped, parent concerns, perfectionistic behavior, gifted girls, and working with parents of gifted students.

Teachers had the opportunity to list other concerns that might not have been provided on the survey options. Those included enlisting possible teacher support for gifted education in the regular classroom and writing.

The myths survey tested the following null hypotheses: A)

The frequency with which elementary and secondary teachers would not hold different myths (realities) as being false (true) would not be significantly different; B) No significance of frequency independence would be found.

Responses (see Table 2) for which 100% of the subjects answered false indicate that this sample of rural Kansas teachers reject blanket statements about gifted education or students, or the nature of giftedness. Teachers recognized the follwoing statements as myths:

-- children who get straight As are gifted;
-- if you are gifted, you do everything perfectly;
-- being gifted and getting straight As is the same thing;
-- gifted children are so smart, they really don't need help from anyone;
-- if you have a high IQ, that means you will be someone famous when you grow up;
-- your IQ is determined before you are born and it remains the same all your life;
-- it is easy for gifted children to set their own goals;
-- gifted children already know everything;
-- if you are gifted, you always get everything right;
-- gifted children know what they want to be when they grow up;
-- gifted education cannot happen in the regular classroom.

Insert Table 2 about here

Of the 22 statements provided, the nine for which the response rate was not 100% were subjected to chi-square analysis, testing the hypothesis that elementary, secondary, and administration share similar proportions on the variable. These findings are reported in Table 3.

Insert Table 3 about here

Three are significant at the .05 level: 1) creative children get As in school; 2) other people often do not understand what it means to be gifted; and 3) gifted children are very different than other children. The remaining six items for which the hypothesis of independence did not hold, or ones for which the three groups did not share similar proportions, include:

-- creative children are liked by everyone;
-- programs for gifted and creative children are unfair to other children;
-- gifted children sometimes don't like being gifted;
-- gifted children would like to have more control over their learning;
-- adults don't always realize how hard it is to be gifted;
-- if you have a high IQ you will also be highly creative.

An additional analysis was conducted on the Myths of Gifted Education instrument. Since the myths survey is composed of 22 items that fell into clusters, results from individual items were

tabulated according to four groupings (see Table 4). The clusters were submitted to a 2X2 analysis of variance, level by sex. None were found to be significant.

Insert Table 4 about here

Tabulations (see Table 5) of frequency and percentages for the Knowledge of Teaching Models instrument reveal that all teachers report little sophisticated knowledge about the chief curriculum models used in gifted education. Chi square analyses (Table 6) indicate that there is no significant difference in the response frequency responses for elementary and secondary teachers.

Insert Tables 5 and 6 about here

Finally, responses the Gifted Education Attitude Survey were tabulated by frequency and percentages (see Table 7). Chi-square procedures (Table 8) were conducted on the 12 items. Significant differences in frequency by level were found for Item 2, "Nothing is more unequal than treating unequal persons equally." and Item 7, "Gifted persons cannot function within the parameters or bounds of the regular classroom, whether elementary or secondary."

Insert Tables 7 and 8 about here

DISCUSSION

Educational research specific to the needs of gifted students and their teachers in rural or geographically isolated areas is virtually non-existent. An assessment of the attitudes and beliefs of general educators in rural schools is critically important, since general educators will be delivering many services to gifted students in states where gifted education is required by legislative mandate. Teacher skills at selecting, adapting, and implementing curriculum models of gifted education are equally critical.

Results of this study support the contention that rural teachers believe education of the gifted can and should occur in the regular classroom, in contrast to the findings of Pringle (1972). A majority of elementary (54%) and nearly a majority of secondary teachers (46%) cited interest in staff development incorporating gifted education in their classrooms.

Parallel findings indicate an interest in learning more about curriculum designs for gifted students (elementary, 59%; secondary 41%). Interestingly, these rural educators had little interest in knowing more about counseling needs of the gifted, gifted girls, parent concerns, perfectionistic behavior, research skills development (an aspect of several curriculum models for gifted education), or working with the parents of gifted

students. There are several plausible explanations for these findings. First, the teaching task of rural educators is already so overwhelming that relatively circumspect concerns such as perfectionism or parenting gifted children are simply not priorities. Second, this sample might not view gifted students with disabilities as a concern since this population is small in rural areas. Third, with respect to gifted girls, the ambivalent environment (i.e., one that values conformity and encourages girls to aspire to individual academic heights) in which bright rural girls find themselves, isn't of great concern to their teachers. However, the findings do not preclude the possibility that once teachers know more about curriculum models, those special interest areas might be either a concomitant interest or the next step of awareness.

This research clearly points toward at least one task gifted education specialists delivering staff development programs to general educators in rural areas have. That is to focus on curriculum development rather than some possibly more intriguing but esoteric topics.

Generally, the findings of this preliminary needs assessment demonstrate that teachers are interested in knowing more about meeting academic and curricular needs of gifted students. They are less interested in social-emotional needs of gifted students or the needs of sub-groups of gifted students (e.g., gifted females or handicapped gifted students).

Results of the survey assessing rural educators' understand-

ing of so-called "myths of gifted education" substantiate that both elementary and secondary teachers demonstrate a knowledgeable factual base regarding gifted students. The relationship of creativity and academic giftedness seems to provide a degree of confusion for these educators. This suggests a need for further clarification via staff development.

Appropriate programming options for gifted students highlight a second area of concern. Lastly, elementary and secondary teachers hold different beliefs concerning the participation of gifted children in their own educational plans. Staff development on the topic of individual education plans for gifted students should be tailored for specific teaching levels.

As expected, rural educators are not conversant in the curriculum models typically used, adapted, or touted in the education of gifted students. Further analysis confirms that both elementary and secondary teachers share this deficiency.

Information revealed from these survey data is an important finding when coupled with data from the inservice interest survey. Educators, both at the elementary and secondary levels, indicate an overwhelming interest in learning more about serving gifted children in the general classroom. It would suggest that curriculum adaption skills are particularly critical ones in rural areas, perhaps more so than in schools with more sophisticated delivery models for gifted education. Since educators "buy into" virtually none of the myths, curriculum development is a priority. It is likely that "Characteristics of the gifted"

types of presentations or classes have accomplished their goals, despite results reported by Witters (1979). This sample demonstrates that it is beyond that introductory awareness stage.

Frequency data and chi-square analyses of the Gifted Education Attitude Survey suggest a paradox. While more than one third of elementary and secondary teachers surveyed believe that gifted children "always" need the opportunity to be with other gifted persons (academically and socially), this finding isn't entirely in concert with responses to other survey data. To the statement, "Gifted persons cannot function with the parameters or bounds of the regular classroom, whether elementary or secondary", nearly 100% of the elementary and secondary teachers responded never, supporting the notion that gifted education can occur in the regular classroom.

Less than 50% of both elementary and secondary teachers believe that a gifted student is a special education student. This points to a consistent response in all of the instruments that gifted education properly falls within the sphere of regular education in rural settings. The finding is an important one, particularly if teachers of the gifted are itinerant, based from centrally located special education cooperatives. Teachers do not seem to consider gifted education to be the same sort of service that might be required for learners with disabilities. This belief, if not understood by itinerant teachers of the gifted, cooperative personnel, or administrators could result in friction between special and general educators. Ultimately,

gifted students are caught in the tension. The relationship of general education and gifted education when it is within the governance of special education provides a particulary rich research agenda in the study of rural schooling.

Research focusing on geographically isolated students, ideally with a larger sample representing not only one relatively homogenous midwestern district, but also minorities such as Asian American, Native American, black, and hispanic, is needed. Such research would impact teacher education, special services for not only gifted students, but also other special needs students, and ultimately, delivery models of gifted education for rural areas.

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Presenter: Martha Bullock Lamberts, Ph.D,
Washington State University, Western WA
Research & Extension Center, 7612 Pioneer,
Puyallup, WA 98371-4998

PEOPLE AND PARTNERSHIPS: THE RELEVANCE OF THE EXTENSION MODEL TO PROBLEMS OF RURAL EDUCATION

The Cooperative Extension model is one that has evolved over a 70 year period to provide cost effective education promoting informed decision-making and improved quality of life for individuals, families, and communities. The partnership model utilized by Cooperative Extension, is one that has relevance for other educational institutions, particularly for rural and small school systems concerned with problems of funding and resource accessibility.

This workshop brings together a few of the people and partnerships of Washington State University's Cooperative Extension. Importantly, the teams include both volunteers and professionals, working together in equal partnership to create a magnified resource for education.

Cooperative Extension is the outreach arm of the land grant university, offering research-based education to people of all ages throughout the state. In a cooperative alliance of county, state, federal, and private partners. To many people Cooperative Extension still means agricultural extension. To others it's most important aspect is 4-H. The emphasis on educational programs for agriculture continues, of course, but as society has changed so has Cooperative Extension evolved. Today, in my state, Washington, Cooperative Extension has four important emphases; that are important to both rural and urban populations; the development of agricultural resources, the development of good citizenship in youth through 4-H, the development of practical lifelong learning to enhance the quality of life and help family members enhance their individual capabilities, and the development of community resources to enable community problem-solving through competent citizen participation.

When Cooperative Extension was established in 1914, it was designed to be a partnership between the U.S. Department of Agriculture and the State Land Grant University. State legislation enabled local governments or counties to become the third legal partner in this educational system. Today Cooperative Extension includes professionals in each of America's 1862 land grant universities in all 50 states, Puerto Rico, the Virgin Islands, Guam, American Samoa, Micronesia, and the District of Columbia. It also includes professionals in the Tuskegee Institute and in the sixteen-state 1890 land grant university system.

Cooperative Extension also includes professional staff in almost every one of the nation's 3,150 counties. Additionally, there are thousands of paraprofessional staff serving in many counties, and nearly three million -- let me repeat -- nearly three million volunteer leaders who assist in extending programs through effective partnerships with professionals.

As educators, we are well aware of the importance of having a core of research generated curriculum material. The research base is an integral part of the Extension model. We also are aware that students of all ages learn best when they see the relevance of curriculum content to their personal interests. Extension is able to provide this learning motivation because professionals act as educational engineers as well as teachers. They call in resource expertise as needed from wherever it may be found. They also provide comprehensive lesson plans and training to enable the development of resource expertise in the form of volunteer lay teachers who multiply its educational programming by a factor of fifteen.

Among the people and partnerships of Cooperative Extension, one of the most ambitious has been the Family Community Leadership project. In this part of the workshop, a team of volunteer, Lois R. Bassett and professional James C. Barron role-model the partnership concept as they present an overview of the team cooperation between Extension Homemakers, volunteers and paid professionals and demonstrate behavioral and organizational changes that have resulted from the Family Community Leadership Project. Now F.C.L. is about to become a national program co-sponsored by the National Extension Homemaker Council of volunteers and Cooperative Extension. After a successful five-year pilot in six western states (Alaska, Colorado, Hawaii, New Mexico, Oregon and Washington) the program was "disseminated" to other states interested in the FCL approach to developing leadership and increasing involvement in public policy decisions that affect families.

Delegates from 48 states attended the dissemination workshop in Denver, Colorado, September 23 - 26 where teams from the six original states provided training on organizing and managing the FCL program, as well as on designing training for adults in the areas of leadership and public policy. Our Washington team consisted of Carol Bezoldt, Extension agent in Stevens County; Beverly Roland, state board co-chair volunteer; Yvonne Weis, Extension Homemaker, Ardis Young, Extension leadership and public policy specialist. James Barron and Lois Bassett were professional and volunteer co-chairs of the national workshop.

Extension Homemakers have named a national vice president for Family Community Leadership in Extension and the U.S. Department of Agriculture has appointed a specialist from Purdue to serve as faculty in disseminating the program. Family Community Leadership is becoming part of the on-going Extension program in the six original states.

Another major program which illustrates the partnership between peoples in the Extension model is the Injured Worker Project. This project, like the Family Community Project, is based upon a grass-roots perception of needs, and involves developing a new (research-based) body of knowledge to assess and address those needs.

The Injured Worker Project emphasizes strongly the need for linkages between organizations, agencies, people, and educators to:

(1) conduct needs assessments
(2) prioritize, and
(3) plan educational programs
(4) target and reach special audiences
(5) multiply teaching outreach through lay teachers and volunteer program management

(6) conduct state holder focused evaluation for decision making, and
(7) organize and maintain collaborative synergy.

Representatives from the University, the advisory board, and the community examine the chronological development of this project, particularly emphasizing the linkage function that multiplies and maximizes resources.

The workshop ends with group activity and discussion guided by Martha Bullock Lamberts that examines the People in Partnership potential for other educational systems. Handouts for this workshop include:

1. A program planning summary
2. Abstracts of lesson packages
3. A lesson package for use by lay teachers.
4. A two-volume manual and handbook for organizing a community.
5. Family Community Leadership materials (not available by publication deadline).

Other materials are displayed and are available for purchase at cost.

SUMMARY FOR LEWIS COUNTY

1987 FLAP Committee

Upon completion of your program planning event(s) forward a summary of your county recommendations and a summary of meeting evaluations completed by participants to: Damaris Bradish, Cooperative Extension, Ag Science 415, Washington State University, Pullman, WA 99164

1. Number of clientele representatives attending 10

2. List of organizations and audience types represented

Salvation Army	low income
Senior Services (2 rep.)	senior citizens
Hotline	emergency calls
Social Health Services	low income
Church	people with social service needs
United Way	low income - youth
Library	all incomes - seeking information
Alcohol Center	drug dependency & families
Reliable Enterprises	disabled
Health Department	low income

3. Number of Extension faculty attending 1

4. Number of Extension faculty participating on program 1

5. List the top five priority needs identified; the recommended ways to address those needs; and the major audiences to which program activities should be directed.

PRIORITY NEEDS list in order of importance	WAYS TO MEET NEEDS methods; location; time	AUDIENCES who and expected number *new audiences
1. Wellness	workshops special diet information ~~telephone questions~~	low income young mothers ~~senior citizens~~
2. Self-Esteem	worked in with all programs workshop - newspaper	displace homemakers youth
3. Shopping with Food Stamps and Planning adequate diets	through Master Food Shoppers	Food Stamp Recipents Food Banks - WIC Surplus food outlets
4. Basic Survival Skills	workshops Family Living letter	Food Banks - low income Clothing banks Displaced Homemakers
5. Budgeting	classes in schools correspondence course	junior and senior high students

(over)

6. List additional comments derived from participants (e.g., further program needs; organizational policy recommendations; changes in program planning process; unique suggestions; unconventional views; recommendations for other Extension program areas).

I am enclosing a summary of the comments and a listing of the programming needs developed by the FLAP Committee for Lewis County.

Agent submitting report: Bonnie J. Brown

Date: 6-23-86

1987 FLAP COMMITTEE

Lewis County Cooperative Extension

1.)	Cherylyn Reed, Director	Senior Services, Lewis County Courthouse Chehalis
2.)	Larry Sorenson, Director	Lewis County Mental Health 135 W Main, Chehalis
3.)	Tom Cannon, Director	Hotline P.O. Box 337, Chehalis
4.)	Jim O'Neal	Children's Protective Services Dept. of Social & Health Services 2025 NE Kresky Rd., Chehalis
5.)	Rev. Marshall Ellis	St. John's Episcopal Church 104 S Rock, Centralia
6.)	Marilyn Morris, Director	United Way P.O. Box 5, Centralia
7.)	Marion Osterby, Head Librarian	Centralia Timerland Library Centralia
8.)	Larry Cook, Health Counselor	Lewis County Alcohol Center Health Services Building, Chehalis
9.)	Steve Olson/Penny Norried	Lewis County Reliable Enterprises 1500 Lum Road, Centralia
10.)	Ginny Brockman, FCL Team Leader	Energy Information Courthouse, Chehalis (160 Cousins Rd., Chehalis)
11.)	Rev. Gordeon J. Young	St. John's Lutheran Church 103 Wallace Rd., Chehalis
12.)	Mary Billingsley	Lewis County Health Department Health Services Bldg., Chehalis
13.)	Captain Phillip Ammann	Salvation Army Centralia

FAMILY LIVING ADVISORY PLANNING COMMITTEE - 1987 PROGRAM YEAR

I. Science

a. Recruit Resource/Leaders
b. Reach more low income

II. Self Sufficiency

?a. A closer tie in with Hot Line
*b. Need more publicity of resources available
*c. Work with other agencies (i.e. Mental Health) to set up preventive programs
*d. Do more programs geared to/for low income
    1. self-image
    2. bartering
    3. shopping with food stamps
    4. job ideas/fair
    5. career development
    6. parenting
*e. Give programs at food bank locations or DSHS
?f. Respite care for single parent children
g. Require Public Assitance Families to take a certain number of hours of workshops to receive assistance (would need to work this out with the State). Home day care and transportation provided.

III. Wellness

*Need to do more publicity and promotion to low-income (i.e. handout at grocery stores etc.).

IV. FCL

*A. Need more information available to general public
*B. More information to agency leadership and front-line workers (i.e. DSHS case workers).

V. Extension Homemakers

a. A change of name!!!! (to sexist - anbiguous)

Image - Marketing - Advertising need to do some <u>major business marketing</u>.

GROUP 2 -

1. Youth Education
    a. Survey of Schools (Home Economics or related subjects)
    b. List of topics that could be presented in short, intense presentations.
    c. Develop packet or materials available for presentation - (make it <u>our</u> program)
    d. Cost to schools
    e. Determine presentor(s) and training
    f. Creativity

Warm up Activity - Used for FLAP Committee meeting -

Programs that you would like to have the Family Living Agent address:

1. Teach low-income parents how to shop & plan adequate diets
2. Basic cooking class/workshop for senior men on their own.
3. Basic survival skills for people on reduced or low income
4. Importance of food (balanced diet)
5. Career/jobs forum - geared to unemployed (have a sampling of careers)

Career development or workshops geared to women who have been out of workplace for many years.

Including:

1. Resume writing
2. Using volunteer experience
3. Education development
4. Personal development (self-image)
5. Goal setting

DEVELOPING PROGRAM PLAN OF WORK

Bonnie J. Brown

Family Living programs are developed with the aid of three advisory groups in the county:

a. Extension Homemaker Council Advisory Group
b. Family Living Advisory Planning group - including professionals from other agencies.
c. 4-H Advisory group for home economics projects and activities.

The agent has also joined the Human Service Forum and participated in the Lewis County Problem Solving Forum and has become even more aware of program priorities ideas for the county.

Census information, newspaper articles, professional journals and the latest family information are taken into consideration when planning my APOA.

AGENT AUTHORED LESSON PACKAGE

TITLE: At Home...With The Personal Computer

AUTHOR: Cora Vowell (Name) Yakima (County)

ABSTRACT:

This is a very complete lesson guide on personal computers. Topics included are Personal Computer History Book; What Can A Personal Computer Do?; Four Things A Personal Computer Won't Do; Computer Hardware; Computer Software; What's Your Computer Profile?; Deciding If and What To Buy; Decisions, Decisions; Selecting A Dealer; Sources of Information; References.

Objectives for the participants include:
*become aware of home uses for the personal computer.
*learn terms that describe the basic components of a personal computer.
*become aware of resources-publications, classes, etc. - to learn more about personal computers.
*develop their own set of criteria for evaluating the purchase of a personal computer.

CONTENTS:

Teacher/Leader guide
At Home With the Personal Computer
What's Your Computer Profile?
How to Shop for a Home Computer
Evaluation Form
Glossary
Illustrations

SPECIALIST CONTACT Dorothy A. Ettl, Ph.D.

PUT ON FILE: February, 1984

AGENTS NOTIFIED: March, 1984

AGENT AUTHORED LESSON PACKAGE

TITLE: What Happens as We Grow Older

AUTHOR: F. Anne Engelsen (Name) King (County)

ABSTRACT: This lesson has four major objectives:

1. To help participants become aware of adjustments that can be made that will minimize the changes that occur in life as one grows older.

2. To understand human needs and the threatened losses of these needs as one grows older.

3. To understand the physical and social changes as life as one grows older.

4. To be aware of the alternatives for living in the community.

The lesson uses case studies, lecture, introspective exercise, and discussion in what should be a popular and appreciated presentation.

CONTENTS: Materials in the packet include:

1. What Happens When We Grow Older---A Typical Case
2. What Happens When We Grow Older---Physical Changes
3. Growing Older---Sensory Changes
4. Facts and Fallacies of Aging
5. Background Information, Parts 1 and 3
6. "Senile" Are Your Sure!
7. Wearing of Purple
8. A True and False Quiz on Aging
9. A Chart on Coping with Life Changes

SPECIALIST CONTACT Martha Bullock Lamberts

PUT ON FILE: September 1984

AGENTS NOTIFIED: September 1984

LEADER'S GUIDE
FOR
FOOD, MEDICINE AND YOU

Description of Program

The program entitled "Food, Medicine and You" deals with the possible ways that chemicals in foods may interact with various drugs and how drugs may affect utilization of foods in the body. It includes an explanation about absorption of foods and medicines, and the ways that interactions may occur. Possible problems from the excessive use of medicines and vitamin-mineral supplements are explained and a set of guidelines are given to help a person avoid problems from food-drug interactions. There is a final section dealing more specifically with the elderly.

The program contains a publication, Food, Medicine and You, and a slide set, Food, Medicine and You. Both are available through your County Extension Office.

The slide set may be separated into two parts. Part one can be used by itself. The second section deals with the elderly and should follow the first section if it is used. It should not be used alone.

The publication follows the format of the slide set and the artwork comes from the slides. Tables contain specific information mentioned in the slide set.

Who is it for?

This program is aimed at adults. It will be of special interest to the elderly and to those who may be taking care of an elderly person. However, the information can be helpful to anyone who wants to know some basic background on how foods and medicines might affect each other.

Objectives

1. Be able to describe how food can affect absorption of medicine and how medicine can interfere with use of nutrients.

2. Be able to list preventive steps you can take to be sure medicines are used properly.

Preplanning and Preparation for the Meeting

1. Read through the publication, study main points, and plan how you would like to present the lesson.

2. Four to six weeks before the meeting:

    a) Because of questions about medicines, it could be advantageous to do this program in cooperation with a local pharmacist, doctor, dietitian, or nurse. However, this must be carefully planned. You should contact the person and arrange to talk with them before the program. You would want to have a copy of the publication

and be able to explain the contents of the slide set. Be sure you understand their views on vitamin supplements and that they know that the emphasis of the program is away from the use of large doses of vitamin, mineral, or food supplements. There is one other consideration about having a health care professional on the program. Their presence will generate many more general questions just about medicines. While this may be helpful to the audience it is not really pertinent to the program. You may find that people stay around to get medical advice for a long time after you had planned to be finished.

b) If you have access to a slide projector, arrange to borrow the slides through the Extension office. Washington State has only one set of slides, so scheduling the slides may take more than 6 weeks. (It is a good idea to view the slides before making a presentation.)

c) Ask club members to collect labels, package inserts, and/or advertisements about prescription and non-prescription medicines. It would be especially nice to have labels that deal with food, such as "Do not take with milk; No alcohol; Take with a meal; Take on an empty stomach." You can also ask a pharmacist for examples of these labels (there may be a small charge for the examples).

3. Materials to obtain:

   a. Food, Medicine and You, NCR-213.
   b. Blackboard or newsprint.
   c. Copies of enlarged Tables 1, 2, 3, 5, and the Question/Answer game. (Optional)

4. Look over Food, Medicine and You and teacher/leader evaluation forms.

5. Precautions to observe when teaching this lesson:

   a) The material is clear, but this is a controversial subject. In order to avoid giving misinformation, the presenter should refrain from mentioning personal experiences or specific examples. The things to stress are: read all instructions and follow them, and ask questions.

   b) Remember: If someone in the audience wants advice on a specific medicine and/or its interaction with food, they should be told to check with their doctor or pharmacist. Do not give medical advice.

Suggested Lesson Outline--Major Points to Cover

Introduction

Most medicines do not affect the food you eat; nor do most foods change how a drug works very much. However, because of the large number of drugs available, it is important to understand the types of problems that might occur when some foods and drugs are taken together.

Pharmacists fill almost 1.5 billion prescriptions yearly. Over half the people who take prescriptive drugs do NOT follow directions. About one-third leave the doctor's office with no information about the drugs that were prescribed. With all the new drugs (medications) on the market today, there is a lot to learn about how drugs interact with the food we eat.

Remember: MOST MEDICINES DO NOT CAUSE NUTRITIONAL PROBLEMS!

MOST FOODS DO NOT DRASTICALLY CHANGE THE WAY DRUGS REACT IN THE BODY!

However, there can be occasional problems. Throughout this program four rules will be stressed.

Rule #1: Read medication labels carefully and follow directions.

Rule #2: Know the name of your medication.

Rule #3: Ask the doctor or druggist if it reacts with food or other drugs.

Rule #4: Tell your doctor about all the medicines you are taking.

(In this discussion, the words "drugs" and "medications" mean the same.)

Major Points About "Food, Medicine and You"

1. Give people Quiz A: Interaction Between Medicines and Food.

2. Handout Food, Medicine and You. Explain that the publication was developed at Purdue University and reviewed at Washington State University by faculty in the College of Pharmacy.

3. Find out what kinds of drugs are there.

   Look at Table 1 - Drug Classes on page 3 or handout enlarged copies (enlarged copy attached). Look at prescription and nonprescription drug labels from medications or advertisements from magazines to see what classes the medicines might fall into.

   OR

   Ask members: Of the medications you or family members take, do you know where to classify them among the 14 classes listed on this table? Take a little time to check the categories of medication you take.

4. Show slides to illustrate major points in Food, Medicine and You. It may be beneficial to review the publication prior to viewing slides, OR, if slides are unavailable, review major points and tables in the bulletin as follows.

   a) Discuss what happens to a food or drug in your body. Point out that he body handles drugs and nutrients the same. Drugs and/or foods are digested and absorbed. After that, they can be 1) distributed to other parts of the body, 2) metabolized or broken down by the liver, and/or 3) eliminated from the body through the kidney in urine or intestinal tract through stools.

   b) In other words, any food, whether an apple, a chicken casserole, tossed salad, or cherry pie, breaks down to a group of chemicals. Drugs are also chemicals. Food and drugs that are taken into the body are broken down by the body to their chemical elements. Therefore, we have various chemicals interacting in the body, regardless of where they came from.

      1) Sometimes the chemicals in food effect the action of a particular drug.

      2) Sometimes the chemicals in the drug effect the action of the foods nutrients in the body.

   c) Talk about how food affects your medicines. This means how a food will affect the use of a drug. Look at or distribute Table 2, page 5, (enlarged copy attached).

      1) Delayed drug absorption is the most common food/drug interaction.

      2) It is also possible to prevent drug absorption by:
         i) taking less than the dose your doctor prescribed.
         ii) taking it with a certain food.

      Additional information about food and drugs.

      On page 4, the publication notes that "Alcohol has many negative interactions with medicines." The statement in the publication is a bit strong. Indeed, alcohol does affect utilization on some drugs, but how much varies from one person to another. Therefore, caution should always be used when drinking alcohol, especially if taking a drug with a sedative effect such as high-blood pressure medicines, antihistamines, cold remedies, or sedatives.

      Caffeine, a social drug, which is widely consumed coffee, soft drinks, and tea, is mentioned very little in this publication. Caffeine consumed in beverages can have an added effect to caffeine in over-the-counter drugs and other medicines. Anyone who is particularly sensitive to caffeine should check the label of over-the-counter, non-prescription medicines for caffeine. If coffee is combined with some over-the-counter drugs, coffee "jitters" may result.

d) Discuss drug-nutrient interactions using Table 3, page 7 (enlarged copy attached). Point out that most of the problems listed in Table 3 occur only after someone has been on the drug a long time.

Remember: At this time, we do not have any major principles to help you sort out and apply your knowledge about how drugs and food interact. We must always ASK. The problems listed in Tables and and 3 are very general. Ask about your particular situation.

e) Move on to self-medication. Advise people that self-medication can lead to misuse of medication. Point out that it is important not to take vitamin and mineral supplements at doses greater than the Recommended Dietary Allowance (RDA).

The only vitamin overdose mentioned in the publication is vitamin C (page 10). While vitamin C is the most commonly taken supplement, it is not the most toxic. Serious overdoses have been reported for the fat soluble vitamins A and D and very recently for vitamin B_6, also called pyrodoxine.

Vitamin A is potentially very toxic. Toxicity has been seen in adults taking more than 25,000 I.U. daily for several for a period of months and in infants and children taking as little as 18,000 I.U. daily for one to two months. The Recommended Daily Allowance is 5,000 I.U. for adults and 2,000 I.U. for children age 1 to 3, 2,5000 I.U. for children 4 to 6, and 3,300 I.U. for children 7-10.

The symptoms of toxicity include fatigue; lethargy; enlarged liver and spleen; dry, scaly, rough skin; nausea; and pain in arms and legs as bones lose minerals. The symptoms of toxicity are greatest in children who experience stunted growth and bone deformities.

Vitamin B_6, which has sometimes been recommended for "nerves," has been shown to cause nerve damage when taken in large doses over several months.

All minerals are potentially toxic and should not be taken in amounts exceeding the Recommended Dietary Allowance.

5. Discuss how to protect yourself from unwanted food-drug or drug-nutrient reactions. (List underlined phrases on blackboard or newsprint.)

a) Read all labels carefully--both prescription and nonprescription drugs. Over-the-counter medicines are required by FDA to contain information about significant drug interactions.

b) Know the generic name as well as the trade name. Ask the druggist to include the generic name on your drug bottle, because most warnings on nonprescription drugs use the generic name.

Point out drugs have chemical names (not on label), a brand name (trademarked), and a generic name (official name for the drug).

c) Don't be afraid to ask how drugs might interact with your favorite foods, especially if you consume large amounts of certain foods and beverages. Be sure to tell your doctor about any unusual symptoms that follow eating particular foods.

d) Follow your doctor's or pharmacist's order about when to take drugs and what foods or beverages to avoid while taking medications. Ask questions so you know you understand exactly what the drug is, what it is for, and how to take it.

e) Make sure your physician knows about all other drugs you are taking when another drug is prescribed . Remember that the words "drug" and "medicine" mean the same thing and that alcohol and caffeine are drugs. Headache remedies, cold medicines, laxatives, and other nonprescription medicines are drugs. No drug is too unimportant to mention. Don't start taking a second drug unless your physician knows about it.

f) Keep a record of medications you take.

g) Ask your druggist to set up a personal record of all medications you are taking, so he can tell at a glance if you may be exposed to a drug interaction.

h) Don't take a drug prescribed for someone else. The drug in that prescription may interact with something else you are taking, or it may not be suitable for you and your ailment.

i) If you have a reaction, notify your physician immediately.

j) Eat nutritionally well-balanced diets from a wide variety of foods. Use of a needed drug, even on a long-term basis, is less likely to cause depletion of vitamins and minerals if your overall nutritional status is good. Avoid using vitamin and mineral supplements unless suggested by your physician.

Additional Activities

1. Look at prescription labels--what kinds of information is given?

2. Look at nonprescription medications--what kinds of information is on the label?

3. Discuss how many people have asked their pharmacist or physician questions about medications and ask people what kinds of questions they have asked. If someone in the group feels particularly shy about askings questions, role play some situations to help them.

4. Question/Answer Game. Cut questions apart and put into a box. Pass the box and ask each member to take a question. The member should read the question out loud and ask if any member can answer it. Then read the answer on the back of the card and compare to the member's answer.

Supplemental Information

"How to Use Your Pharmacist" from the Harvard Medical School Newsletter. December 1984.

This flyer provides some helpful hints on what you should know about a pharmacist.

Evaluation of the Program

Near the end of the program give Quiz B and the evaluation. Make sure you collect all of the tests and evaluations. Participants should not put their names on the evaluations

A follow-up evaluation and Test C are also enclosed. This should be sent out 8 weeks after the program, so be sure that you have the names and addresses of the participants.

Return the evaluation forms to your County Extension Office and ask participants to mail the eight-week post-evaluation to County Office.

Leader's Guide Prepared by:

Sue N. Butkus, R.D.
Extension Nutrition Specialist
Cooperative Extension
Washington State University

Janet Kiser
County Extension Agent
Cooperative Extension
Pend Oreille County
Washington

October 1985

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Table 1. Drug Classes and Uses

Class	Used For
1. Analgesic	Pain relief
2. Anorexic	Weight loss
3. Antacid	Stomach upset, ulcers
4. Antibiotic	Infection
5. Anti-coagulant	Blood clots
6. Anti-convulsant	Seizures, epilepsy
7. Anti-diarrheal	Diarrhea
8. Antihistamines	Allergies
9. Antihypertensives	High blood pressure
10. Antineoplastic (chemotherapeutic)	Cancers
11. Anti-inflammatory (antipyretic)	Fever, inflammation
12. Diuretic	Water retention
13. Laxative	Constipation
14. Psychotherapeutic	Depression, anxieties

Table 2. Food-Drug Interactions

Drug Class Affected	Food that Interacts	Effect in Body
Analgesic		
Aspirin	Many foods	Lower stomach irritation
Barbiturates (Narcotics, habit forming)	Alcohol	Sharp fall in blood pressure
Acetaminophen	Carbohydrates	Slows absorption
Antacid	Milk	May help antacid effect
Antibiotic		
Penicillin or Erythromycin	Acidic foods: caffeine, tomatoes, fruit juice	Drug may be destroyed in stomach
Tetracycline	Foods high in calcium: dairy products	Decreases or prevents absorption
Lincomycin	Any food	Diarrhea
Anti-coagulant		
Coumarin	Sources of vitamin K: citrus juice, egg yolk, fish, vegetable oils, liver, leafy vegetables	Vitamin K will decrease the drug effect
Anti-convulsant		
Diphenylhydantoin	Foods containing monosodium L-glutamate (flavor enhancer)	Rapid absorption of monosodium glutamate
	Many foods	Lower stomach irritation
Antihypertensive		
Monoamine oxidase inhibitors	Alcohol, bananas, chocolate, aged cheese, licorice, liver, pickled herring, yogurt, yeast, fermented foods	Could cause dangerously high blood pressure
Diuretic	Licorice	Increases potassium loss
Laxative	Milk, alkalizing foods	Dissolves tablet coating, leading to irritation and cramping
Psychotherapeutic		
Monoamine oxidase inhibitors	See Antihypertensive	
Lithium carbonate	Low salt and/or fluid intake	Increased drug absorption

Table 3. Drug-Nutrient Interactions

Drug Class that Interacts	Nutrient Affected	Effect In Body
Analgesic		
Aspirin	Vitamin C	Increased loss from the body
	Iron	Loss if stomach and intestinal bleeding
Barbiturates	Folic acid	Decreased absorption
	Vitamin D	Increased use by the body
Anorexic	Many nutrients	Decreased intake of food
Antacid	Thiamine	Alkaline pH in stomach may destroy this vitamin
	Phosphorus	Might increase elimination
	Sodium	Might decrease elimination
Antibiotic		
Tetracycline	Calcium	Decreased absorption
	Vitamin C	Increased elimination
Neomycin	Vitamin B_{12}, fat, nitrogen, iron, potassium, calcium	Decreased absorption
General	Vitamin K	Decreased intestinal synthesis
Anti-coagulant	Iron	Loss if stomach or intestinal bleeding
	Vitamin K	Decreased availability, chance of internal bleeding
Anti-convulsant	Many nutrients	Appetite decrease and diarrhea may prevent nutrient absorption
Antihypertensive		
Hydralazine	Vitamin B_6	Prevents use in the body
General	Sodium, potassium, water	Losses from nausea and vomiting
Antineoplastic	Many nutrients	Loss of appetite, nausea, vomiting, diarrhea, constipation
	Folic acid, vitamin B_{12}	Decreases use in the body
Diuretics	Calcium, potassium, magnesium, zinc	Certain diuretics cause minerals to be lost along with water
Laxatives	Fat-soluble vitamins, fat, calcium, phosphorus	Rapid movement through intestines prevents absorption
Oral Contraceptives	Folic acid, vitamin B_6	Decreases absorption

Table 5. Vitamins, Minerals, and Other Supplements Which Affect Drug Action

Supplement Taken in Excess	Drug Affected	Effect in Body
Vitamins		
Vitamin A	Tetracycline (antibiotic)	Combination therapy may enhance drug-induced intracranial hypertension (severe headache)
Vitamin D	Digoxin (heart drug)	May cause digoxin toxicity
Vitamin E	Warfarin	Anticoagulant effect of warfarin may become too strong
Vitamin K	Warfarin	May decrease anticoagulant effect by promoting synthesis of clotting factors by the liver
Vitamin C	Warfarin	May decrease prothrombin time
	Fluphenazine (tranquilizer)	May decrease tranquilizing effect
Folacin	Phenytoin	May decrease anticonvulsant action of drug
Pyridoxine	Levodopa	Reverses effect on Parkinson's disease
	Phenytoin	Large doses may reduce phenytoin levels in blood
Minerals		
Calcium, iron, magnesium, zinc	Tetracycline	Decreases absorption
Iron	Penicillamine	Decreases absorption
Zinc	Hydralazine (antihypertension)	May aggravate side effects
Magnesium, chloride	Digitalis	May disturb effects on the heart
Other Supplements		
Tryptophan	Monoamine oxidase inhibitors	May cause a deterioration in mental status
Protein or amino acids	Levodopa, methyldopa	May inhibit absorption (?)
	Theophylline (antiasthmatic)	May decrease blood level (?)

A: INTERACTIONS BETWEEN MEDICINES AND FOODS

1. Match the drug class with its intended use.

Drug Class		Used for
Analgesic	____	a. Infection
Antacid	____	b. Water retention
Antibiotic	____	c. Stomach upset, ulcers
Diuretics	____	d. Pain
Laxatives	____	e. Constipation

2. What is the most common action that food has on medicines?

   a. Changes the taste of the medicine.

   b. Delays absorption of the drug from the intestines.

   c. Destroys the medicine in the stomach.

   d. Prevents the drug from leaving the body.

3. Which groups generally have more problems with drug-nutrient interactions?

   a. Business persons

   b. Elderly people

   c. Athletes

   d. Young adults

4. Taking large doses of vitamin or mineral supplements usually improves the effect of a medicine.

   True ____ False ____

5. If your symptoms are the same as someone elses, their medicine should work for you.

   True ____ False ____

6. The effect of a food-drug interaction depends upon a person's age, size and medical condition.

   True ____ False ____

(OVER)

7. People taking certain diuretics (water pills) may need to eat foods high in potassium.

True ____ False ____

8. Which name of a medicine should you learn?

a. Generic name

b. Chemical name

c. Brand name

9. Medicines may change a person's nutritional status by:

a. Changing our desire for food.

b. Taking away any need for vitamins.

c. Interacting with specific nutrients.

d. Both a. and c.

10. You can protect yourself from food-drug interactions by:

a. Reading labels on medicines.

b. Asking questions of your doctor or pharmacist.

c. Not taking drugs prescribed for someone else.

d. Doing all of the above.

Evaluation of Food, Medicine and You Program

Dear Participant:

Please ahswer the following questions so that we are able to evaluate the quality of our programs.

1. Was the information presented in "Foods, Medicine and You" new to you, or did you already know these facts?

____ Most of the information was new.

____ I already knew most of the information.

2. Was the information presented in a way that you could understand?

____ Yes ____ No ____ Partially

Suggestions _____

_____

B: INTERACTIONS BETWEEN MEDICINES AND FOODS

1. Which name of a medicine should you learn?
   a. Generic name
   b. Chemical name
   c. Brand name
2. What is the most common action that food has on medicines?
   a. Changes the taste of the medicine.
   b. Delays absorption of the drug from the intestines.
   c. Destroys the medicine in the stomach.
   d. Prevents the drug from leaving the body.
3. Match the drug class with its intended use.

Drug Class		Used for
Analgesic	____	a. Infection
Antacid	____	b. Water retention
Antibiotic	____	c. Stomach upset, ulcers
Diuretics	____	d. Pain
Laxatives	____	e. Constipation

4. You can protect yourself from food-drug interactions by:
   a. Reading labels on medicines.
   b. Asking questions of your doctor or pharmacist.
   c. Not taking drugs prescribed for someone else.
   d. Doing all of the above.
5. Taking large doses of vitamin or mineral supplements usually improves the effect of a medicine.

   True ____ False ____
6. The effect of a food-drug interaction depends upon a person's age, size and medical condition.

   True ____ False ____
7. Medicines may change a person's nutritional status by:
   a. Changing our desire for food.
   b. Taking away any need for vitamins.
   c. Interacting with specific nutrients.
   d. Both a. and c.

(OVER)

8. Which groups generally have more problems with drug-nutrient interactions?

   a. Business persons

   b. Elderly people

   c. Athletes

   d. Young adults

9. People taking certain diuretics (water pills) may need to eat foods high in potassium.

   True ____ False ____

10. If your symptoms are the same as someone elses, their medicine should work for you.

   True ____ False ____

Followup Evaluation of Food, Medicine and You Program

Dear Participant:

Several months ago you attended an Extension program entitled "Food, Medicine and You". In order to evaluate the effectiveness of the program, we would like you to take a few minutes to complete the following information and to answer the questions on the attached sheet.

1. Have you purchased any prescription or nonprescription medicines since the program?

____ Yes ____ No

If "Yes", did you use the information received at the program?

____ Yes ____ No

If "Yes", how have you used the information?

_____

_____

2. Did the information presented make you more aware of: (Please check all of the ones that you are now more aware of)

____ The importance of knowing what medication you are taking.

____ The importance of following all instructions.

____ The need to discuss possible interactions with your doctor or pharmacist.

3. With how many people have you shared some of the information? Please put a number before each category that applies.

____ Immediate family

____ Friends

____ Relatives

____ Others

____ No, I have not shared the information.

4. Please make any additional comments about the program. _____

_____

_____

C: INTERACTIONS BETWEEN MEDICINES AND FOODS

1. If your symptoms are the same as someone elses, their medicine should work for you.

True ____ False ____

2. People taking certain diuretics (water pills) may need to eat foods high in potassium.

True ____ False ____

3. Which groups generally have more problems with drug-nutrient interactions?

a. Business persons

b. Elderly people

c. Athletes

d. Young adults

4. Medicines may change a person's nutritional status by:

a. Changing our desire for food.

b. Taking away any need for vitamins.

c. Interacting with specific nutrients.

d. Both a. and c.

5. The effect of a food-drug interaction depends upon a person's age, size and medical condition.

True ____ False ____

6. Taking large doses of vitamin or mineral supplements usually improves the effect of a medicine.

True ____ False ____

7. You can protect yourself from food-drug interactions by:

a. Reading labels on medicines.

b. Asking questions of your doctor or pharmacist.

c. Not taking drugs prescribed for someone else.

d. Doing all of the above.

(OVER)

8. Match the drug class with its intended use.

Drug Class		Used for
Analgesic	____	a. Infection
Antacid	____	b. Water retention
Antibiotic	____	c. Stomach upset, ulcers
Diuretics	____	d. Pain
Laxatives	____	e. Constipation

9. What is the most common action that food has on medicines?

   a. Changes the taste of the medicine.

   b. Delays absorption of the drug from the intestines.

   c. Destroys the medicine in the stomach.

   d. Prevents the drug from leaving the body.

10. Which name of a medicine should you learn?

   a. Generic name

   b. Chemical name

   c. Brand name

Question

You are taking an anticoagulant, or "blood thinner" and the doctor has you come in to check your blood clotting time. The lab test shows that your blood clotting time has not decreased as it should.

The doctor then asks you what foods you have been eating. Why is he concerned?

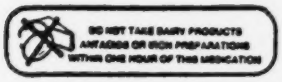
Question

A tense young mother coping with three active preschoolers has started to suffer late-afternoon headaches. She started to take two aspirin every afternoon and washed them down with a glass of orange juice.

After a couple of months of this she was rushed to the hospital with bleeding ulcers. What probably caused this condition?

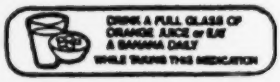
Question

The doctor recently prescribed tetracycline for a member of your family. The pharmacist pasted the following label on the bottle. Why?



Question

Your friend is on a diuretic or "water pill." The pharmacist pasted the following label on the bottle. Why?



Question

Your neighbor recently had a heart attack and the doctor put him on a low sodium diet. He can't have any salt added to his food. He is always complaining about indigestion and I see him taking antacid tablets all the time to "settle his stomach."

Do you think this is a good practice?

Question

Your elderly mother has taken mineral oil as a laxative every day for years. It does help to keep her regular. Can the mineral oil do any harm?

Question

The dentist prescribed penicillin for a gum infection. The directions said take one capsule three times a day but didn't say when to take it. Is the "when to take" important?

Question

You are very concerned that your husband and children eat well and get a balanced diet. But, you neglect yourself and eat poorly and irregularly. You have been on the "Pill" for many years. Lately, you have felt overtired and "draggy." Could the "Pill" be causing that?

Answer

The acid in the orange juice helped dissolve the aspirin very quickly. With no other food in the stomach the combined acid and dissolved aspirin attack part of the stomach lining. Also, aspirin can act as an anticoagulant or "blood thinner"; it can eventually lead to bleeding.

Answer

Liver and green leafy vegetables like cabbage, lettuce, spinach, broccoli, and "greens" are good sources of vitamin K. Vitamin K is necessary for normal blood clotting. The presence of these vitamin K foods counteract the purpose of the prescribed drug.

Answer

The excess water excreted carries off many minerals, especially potassium. Potassium depletion can be dangerous. To replenish the potassium loss, people taking diuretics should eat regularly foods high in potassium--plenty of fruits and vegetables.

Ask your agent for the fact sheet, "Potassium in Foods," if you need this information.

Answer

The calcium in milk and milk products such as buttermilk, cheese, yogurt, and ice cream combines with the drug and prevents the drug from being absorbed.

Answer

Yes, long term use of mineral oil could lead to multiple vitamin deficiency. Mineral oil hinders the absorption of vitamins A and K. If your mother needs a laxative, discuss with her doctor what kind to take. Prune juice, prunes, or food high in fiber may be more beneficial in promoting regularity and be less dangerous.

Answer

No, this is not a good practice. Many antacids contain large amounts of sodium. For example, two tablets of one popular brand may contain more sodium than he should be taking in one day.

To be safe, he should talk to his doctor about his complaint and take no over-the-counter drug without his doctor's advice.

Answer

The "Pill" is known to affect how the body uses a number of vitamins, especially folic acid. A lack of folic acid can cause one type of anemia. First, have the doctor check you. Then start to eat a nutritionally well-balanced diet, with emphasis on plenty dark green vegetables.

Answer

Yes, when to take is very important. Penicillin should be taken at least one hour before meals or two hours after meals. Food in the stomach delays the action of this antibiotic so that the dose prescribed cannot do the job as intended.

Question

A close friend has been very depressed lately and the doctor has prescribed a drug known as MAO inhibitor. This friend doesn't drink beer or whiskey, but she loves wine and sharp cheese. Her blood pressure went so high, she almost died. The doctor said the wine and cheese caused this. Is this really so?

Question

Your new medication has the label below that says "take with food or milk" but you forgot to take it at meal time. You remind yourself in the afternoon and take the pill with some water. Does this really make any difference?

Question

You have always eaten a well-balanced diet that includes daily <u>at least</u> 2 glasses of milk or the equivalent; 4-6 ounces of meat, fish, eggs, beans, or poultry; 4 servings of fruits and vegetables including a good source of vitamin C everyday; and four servings of whole grain or enriched bread or cereals. If I eat this way, will I prevent drug and food reactions?

Question

My doctor told me I'm anemic and he prescribed some iron pills for me. Should I take them with water or with fruit juice?

Question

My friend says he has ulcers, but he hasn't gone to the doctor. He guzzles liquid antacid as if it were water. I'm sure that isn't a good idea, but I don't really know.

Question

If a doctor prescribes a medicine for me, I don't leave his office until I understand and I write down how to take the medicine, what possible reactions I should look for, and any other information I should know. When I have the prescription filled, I check again with the pharmacist. Then I follow the directions exactly. Am I doing right?

Question

Since it's impossible for me to remember all these reactions, and no wall chart gives me all the answers, what should I do to be safe?

<u>Leader</u>: You may want to use this question yourself to summarize the discussion.

Question

Where can I get more information on the subject?

<u>Leader</u>: You may want to use this information yourself to summarize the subject.

Answer

Some drugs are so irritating to the stomach lining they must be taken with food. Foods help to buffer their action and may have a desired time-release effect on the medicine.

Answer

Yes, it is. Aged cheese, some wines, chicken livers, fermented sausage, and some varieties of beans contain a substance called tyramine. The MAO inhibitor reacts with tyramine to force blood pressure up. The reaction can cause severe headaches, brain hemorrhage, and in extreme cases, death.

Answer

The best advice is to ask your doctor. Unless otherwise directed, it is a good idea to take the iron pill with orange juice. The vitamin C in the orange juice helps the body absorb more of the iron in the pill.

Answer

Where food reacts with drugs, even a good diet won't prevent a reaction. However, if you have been taking a drug that interferes with the way the body uses the nutrients, then your body reserves will help prevent malnutrution.

Answer

Yes you are.

You deserve a gold star. You are an alert consumer who is taking responsibility for your own health. You know that cooperating with your doctor and druggist protects your health.

Answer

You are right, taking all that liquid antacid without the doctor's supervision can be dangerous. Chronic use of these antacids can cause depletion of the mineral, phosphorus, a condition that can produce muscle weakness and eventually lead to a vitamin D deficiency.

Answer

Look up the suggested materials at the end of the publication. Also, ask your pharmacist if he or she has any information on the subject.

Answer

Read and follow the guidelines in the publication, Food, Medicine and You.

KEY

A: INTERACTIONS BETWEEN MEDICINES AND FOODS

1. Match the drug class with its intended use.

Drug Class		Used for
Analgesic	d	a. Infection
Antacid	c	b. Water retention
Antibiotic	a	c. Stomach upset, ulcers
Diuretics	b	d. Pain
Laxatives	e	e. Constipation

2. What is the most common action that food has on medicines?

a. Changes the taste of the medicine.
(b.) Delays absorption of the drug from the intestines.
c. Destroys the medicine in the stomach.
d. Prevents the drug from leaving the body.

3. Which groups generally have more problems with drug-nutrient interactions?

a. Business persons
(b.) Elderly people
c. Athletes
d. Young adults

4. Taking large doses of vitamin or mineral supplements usually improves the effect of a medicine.

True ___ False ✓

5. If your symptoms are the same as someone elses, their medicine should work for you.

True ___ False X

6. The effect of a food-drug interaction depends upon a person's age, size and medical condition.

True ✓ False ___

(OVER)

7. People taking certain diuretics (water pills) may need to eat foods high in potassium.

True X False ___

8. Which name of a medicine should you learn?

(a.) Generic name

b. Chemical name

c. Brand name

9. Medicines may change a person's nutritional status by:

a. Changing our desire for food.

b. Taking away any need for vitamins.

c. Interacting with specific nutrients.

(d.) Both a. and c.

10. You can protect yourself from food-drug interactions by:

a. Reading labels on medicines.

b. Asking questions of your doctor or pharmacist.

c. Not taking drugs prescribed for someone else.

(d.) Doing all of the above.

KEY

B: INTERACTIONS BETWEEN MEDICINES AND FOODS

1. Which name of a medicine should you learn?

   (a.) Generic name

   b. Chemical name

   c. Brand name

2. What is the most common action that food has on medicines?

   a. Changes the taste of the medicine.

   (b.) Delays absorption of the drug from the intestines.

   c. Destroys the medicine in the stomach.

   d. Prevents the drug from leaving the body.

3. Match the drug class with its intended use.

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Antacid	c	b. Water retention
Antibiotic	a	c. Stomach upset, ulcers
Diuretics	b	d. Pain
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5. Taking large doses of vitamin or mineral supplements usually improves the effect of a medicine.

   True ___ False X

6. The effect of a food-drug interaction depends upon a person's age, size and medical condition.

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   a. Changing our desire for food.

   b. Taking away any need for vitamins.

   c. Interacting with specific nutrients.

   (d.) Both a. and c.

(OVER)

8. Which groups generally have more problems with drug-nutrient interactions?

   a. Business persons

   b. Elderly people

   c. Athletes

   d. Young adults

9. People taking certain diuretics (water pills) may need to eat foods high in potassium.

   True X False ___

10. If your symptoms are the same as someone elses, their medicine should work for you.

   True ___ False X

KEY

C: INTERACTIONS BETWEEN MEDICINES AND FOODS

1. If your symptoms are the same as someone elses, their medicine should work for you.

True ___ False X

2. People taking certain diuretics (water pills) may need to eat foods high in potassium.

True ✓ False ___

3. Which groups generally have more problems with drug-nutrient interactions?

a. Business persons
(b.) Elderly people
c. Athletes
d. Young adults

4. Medicines may change a person's nutritional status by:

a. Changing our desire for food.
b. Taking away any need for vitamins.
c. Interacting with specific nutrients.
(d.) Both a. and c.

5. The effect of a food-drug interaction depends upon a person's age, size and medical condition.

True ✓ False ___

6. Taking large doses of vitamin or mineral supplements usually improves the effect of a medicine.

True ___ False X

7. You can protect yourself from food-drug interactions by:

a. Reading labels on medicines.
b. Asking questions of your doctor or pharmacist.
c. Not taking drugs prescribed for someone else.
(d.) Doing all of the above.

(OVER)

8. Match the drug class with its intended use.

Drug Class		Used for
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Antacid	c	b. Water retention
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Diuretics	b	d. Pain
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   (b.) Delays absorption of the drug from the intestines.

   c. Destroys the medicine in the stomach.

   d. Prevents the drug from leaving the body.

10. Which name of a medicine should you learn?

   (a.) Generic name

   b. Chemical name

   c. Brand name

How to Use Your Pharmacist

The idea that health care should be provided by a team is not a new one. Pharmacists are probably the least utilized members of this team. Dr. Marissa Seligman, a staff pharmacist at the Massachusetts General Hospital, discussed with us the role a pharmacist should play in the care of a patient.

How has the pharmacist's role changed?

Pharmacists today no longer wish to be seen as "druggists"or "drug clerks." Courses in our five-year training program cover the fields of physiology, biochemistry, biology, and pharmacology. Major amounts of time are also spent doing clinical work in both community and hospital settings. As the traditional role of pharmacists (drug preparation and packaging) has been supplanted by the pharmaceutical firms, more active involvement in patient care and patient education has been developing. This is most evident in the hospital setting, where, in some states, the pharmacist may see patients along with physicians and may even be asked by them to select an appropriate drug for a given problem. How much responsibility is delegated to the pharmacist depends on state regulations and thus varies from place to place.

In the more familiar "drugstore" setting, we are also becoming more patient-oriented, at least in part because this is what patients want. We are frequently asked for advice on over-the-counter drugs (those not requiring a prescription), most often for common complaints such as minor pains and colds. We can help sort out whether an aspirin substitute should be used instead of aspirin, or whether a cough and cold preparation which contains a small amount of alcohol might be more suitable than one with a higher alcohol content. Unfortunately, drugstores are also stocked with a number of remedies which, though of dubious value, are popular with patients and lucrative for the pharmacist. Examples of these questionable remedies include nonfluoride mouthwashes, so-called natural vitamins, and certain eye-drop preparations designed to eliminate redness.

This is the setting in which the dual role of the pharmacist as businessman/professional comes into focus. The business incentives to sell more drugs at a greater profit are counterbalanced by an ethical responsibility not to market worthless products. The answer to this problem is not simple. Because of the heavy advertising of these dubious remedies, patients are convinced of their efficacy and seek them out. Fortunately, they usually cause no direct harm. To make them available for sale is understandable from a business point of view, but they should never be recommended.

Does it matter who is your pharmacist?

Yes. Here's what a highly competent pharmacist can provide for you. He should be available and approachable both in person and by phone. He should invite questions. One useful thing to ask about is whether he keeps a drug profile. This is certainly not mandatory and in no way separates the "good" from the "bad" pharmacist, but a drug profile is one indication that he is conscientious in his work. A drug profile contains the patient's name, address, all medications being used, and the names, addresses, and phone numbers of all physicians and providers prescribing medications for the patient. There are instances when one provider may not be aware that another has prescribed a medication for a patient. If the new medication happens to be incompatible with the first, the pharmacist keeping the drug profile will be able to spot the problem before filling the new prescription.

Though the cost of the medication is very important in determining where you get your prescription filled, you should also be prepared

to pay a premium for these other services. If your pharmacist is unwilling or unable to give you adequate instructions about your medications or to answer your questions, then it is probably worth your while to search for someone who will.

No formal code of ethics governs pharmacists' behavior; however, all are regulated by their state's board of pharmacy. An individual must be able to certify that he has no prior criminal record in order to be licensed. In the event of misconduct, he is subject to disciplinary action by the state board.

What questions should patients ask about medications?

This is an area in which the patient ought to assume primary responsibility. At a minimum, he needs to know the *name* of the drug; many have names that sound and look alike. The *dose* and *schedule* of the medication should be absolutely understood. Some drugs, such as antibiotics, are usually given for one to two weeks, whereas pills for high blood pressure are prescribed over a much longer period. It's also important to know why the drug is being taken and, in general, *how* it works.

If the medication is one requiring application, as is the case for many skin preparations, then the procedure and place for application should be clear. There are certain drugs that should not be mixed with other medication or food. The pharmacists should bring up such incompatibilities. If he doesn't, then the patient should ask whether there are any such problems.

Last, it's always a good idea to ask about side effects. The mild stomach upset caused by some medications is much easier to tolerate if it's expected. Any drugs which have sedation as a side effect, such as tranquilizers and antihistamines, should not be mixed with alcohol. The combination can have serious consequences. Between your physician and pharmacist, all these questions should be answered. (Even if your pharmacist keeps a profile, don't assume it's infallible; he should know all the medications you are taking.)

Is there an advantage to generic drugs?

In order to encourage pharmaceutical companies to develop drugs, companies are given an exclusive right to manufacture and market a new product for 14 years. After that time any company can make and sell that same drug as long as it is proven, to the satisfaction of the Food and Drug Administration (FDA), to be equal in potency and purity to the brand-name drug which is being copied. These "copies" are usually sold under their chemical name and are called *generics*. A generic equivalent will almost always be less expensive than a brand-name drug. Some people have had the concern that a generic may not meet the same standards of quality as its brand-name counterpart. Yet the FDA has strict criteria which must be met before a generic can be marketed as "equivalent." In past years there have been problems with two products, phenytoin, a seizure medication, and digoxin, a drug used in the treatment of heart disease. The generic form of these drugs turned out to be less well absorbed than the original brands. The problems with digoxin but not phenytoin have been solved. Unfortunately these isolated differences have given generics as a whole an undeservedly bad name.

You might imagine there is a conflict of interest when a pharmacist recommends one or another form of a drug. Since generics are less expensive, it might seem the pharmacist would prefer to sell the brand-name product. This is not necessarily the case. Because of the low cost of generic drugs, the pharmacist's mark-up is usually higher. So, though they are less expensive, the profit margin for the pharmacist is usually greater on the generic medications. In some states the routine substitution of generic drugs is allowed. In others, however, the physician has to specify on the prescription that a substitution can be made. If you are unsure of the regulations in your own state, then, as with any drug question, ask your pharmacist.

Dr. Alan H. Wheeler
Dean and Professor
College of Education and Behavioral Science
Southeast Missouri State University
Cape Girardeau, MO 63701

REDESIGNING TEACHER EDUCATION: A BLUEPRINT FOR EXCELLENCE

INTRODUCTION

Southeast Missouri State University, the major teacher education institution serving the rural, Southeastern portion of Missouri, takes pride in the strong interdisciplinary and innovative nature of its teacher education programs and the cooperative arrangements that have been developed with the public school divisions and sister institutions within the state. The recent enactment of the Excellence in Education Act in Missouri parallels in part, the commitment of Southeast Missouri State University to quality education. The faculty preparing teachers at Southeast Missouri State University is drawn from all five schools of the University (Education and Behavioral Science, Humanities, Science and Technology, Business, and Social Sciences).

Reflecting a commitment to excellence, the College developed a Mission and Goals Statement, approved in May, 1986, which states, in part, that:

> In responding to the nationwide call for excellence in education, Southeast Missouri State University has made a commitment to develop a premiere program in teacher education. Striving to design programs that will uniquely apply the body of research and knowledge to changing needs, the College of Education and Behavioral Science seeks to develop a research based, competency oriented undergraduate teacher education program, built in collaboration with area schools.
>
> In developing a competency based teacher education program, our challenge lies in identifying those elements required to make an effective teacher, and in finding ways to teach and evaluate those components. However, a competency based teacher education program should not be thought of as a narrow, prescriptive program. Clear recognition should be given to the need for an appropriate knowledge base, as well as to developing teachers who have acceptance of individual differences and can provide supportive learning environments. Our mission, therefore, lies in developing undergraduate competency based teacher education programs that produce effective, dedicated, caring teachers.

This mission statement will assist us in establishing the framework for the development of a diversity of programs including efforts in the international/multicultural domain.

CREATING THE ENVIRONMENT

The future of colleges of education in the U.S. is questionable, given present practice. A reversal of this perception is totally possible if teacher educators wish

to reorganize, regroup, and rethink their position and to change what they have historically been doing. The College of Education and Behavioral Science is doing just that.

In this process we are initiating new partnerships and linkages with our inservice colleagues to provide a united front in the preparation of educational personnel, changing the delivery mode of inservice education, developing a mission/philosophy which reflects a sense of purpose, and implementing major curriculum changes that more appropriately address the educational needs of our clients--both now and in the future.

Our future will be a result of what we do now in response to the problems presently confronting education. Problems encountered by education have resulted from the fact that teacher training institutions and schools have consistently and significantly lagged behind what may be called the "best ideas."

Teacher education programs must establish closer relationships between and among the school divisions they serve. The combination of austerity budgets, public dissatisfaction with the perceived quality of school programs, declining enrollments, and similar factors are exerting pressure on teacher training institutions to establish these cooperative, collaborative linkages. Such alliances can, and will, be mutually beneficial to everyone concerned.

The Holmes Group and the Carnegie Forum's Task Force on Teaching as a Profession together with several other state and national professional organizations and state boards have identified school-college matters most worthy of attention by both political and educational leaders at this time. These include the development of more rigorous requirements for admission to teacher education programs; identification and implementation of exit criteria as prerequisites for graduation and/or certification of preservice teachers; improving the quality of and expanding the requirements for field based experiences in teacher education programs; and developing viable linkages (partnerships) between the schools and higher education to improve the work of both sectors.

The Provost's paper, Teacher Education at the Crossroads, provided substantive evidence that Southeast Missouri State University was ready to respond to this challenge. In the Fall of 1985, the new Dean presented an agenda to the faculty that encompassed many of the cogent points outlined in the earlier paper and provided an agenda for further response to the need to "restructure, regroup and rethink what we have historically been doing." The address to faculty entitled, Beyond the Crossroads: Charting the Future, provided a blueprint for the redesign of teacher education at Southeast Missouri State University.

The College of Education and Behavioral Science, with the support of the University, has embarked on a premiere program which responds to these four general concerns and which integrates both preservice and inservice teacher education into one continuous program. In achieving this purpose, six task forces have been initiated in the College comprised of public school personnel and university faculty. This university/public school involvement has been evidenced by the task force reports and recommendations. As Corrigan (1980) has pointed out:

> A major purpose of education is to inquire into basic educational questions: discover new facets of teaching, learning, administering and counseling; apply research findings in a variety of educational settings; and synthesize the results of scholarly investigation in ways that are useful to professional practitioners.

> Central to the design of any educational improvement strategy for the future is recognition of the fact that schools, other educational community agencies, and colleges themselves, are interrelated and interactive components of one educational system. We must replace our present disconnected approach with a new partnership.

The College of Education and Behavioral Science is making visible progress in achieving this purpose. Six specific steps are in process of being initiated which provide preliminary evidence indicative of this effort.

1) Restructuring the teacher education curriculum to permit greater integration of theory and practice in a more experiential environment.

2) Collaboration between the College of Education and Behavioral Science and public schools in developing a four year assessment program of preservice teacher education students.

3) Utilization of university faculty to teach in public schools and public school faculty appointed as associate faculty to work with university students and faculty.

4) Implementation of teacher/professor exchanges.

5) Utilizing public school "master teachers" as the day-to-day supervisors of student teachers in a more clinical field oriented mode.

6) The initiation of a four year field oriented program for our preservice teacher education students.

INITIATION OF TASK FORCES

Shortly after the Dean's remarks to faculty in September, 1985, a workshop/advance was held in St. Louis as a way of beginning to organize and implement the numerous recommendations emanating from that initial faculty meeting. Consequently, approximately 135 educators representing university faculty and public school personnel began deliberations in each of six Task Forces. All Task Forces had representation from both University faculty and public school personnel. It is significant to note that, in addition to public school membership on each of the Task Forces, four of the six Task Forces were co-chaired by public school superintendents. During this Workshop/Advance session, each of the six Task Forces were provided with a number of issues which were in need of discussion, deliberation, and eventual recommendations to the Dean at the conclusion of the 1985-86 academic year. All of the Task Forces met regularly throughout the year as well as the Co-Chairs, who met independently with the Dean in order to communicate the work of the Task Forces internally as well as sharing discussions with other internal/external publics. During the second semester of the 1985-86 academic year, an external evaluator was employed to begin an assessment of the effectiveness of each of the Task Forces and their leadership. This process evaluation is ongoing and will continue until the redesign of our teacher education program is completed.

DEANS' ADVISORY COUNCIL

Following the initiation of the Task Forces in early Fall, 1985, a Deans' Advisory Council was formed composed of the Task Force Co-Chairs, public school personnel, Department Chairmen of the College of Education and Behavioral Science, and representatives from each of the other Colleges in the University. The Council met monthly and was designed to improve communications, act as a catalyst for recommendations for Task Force groups, and to provide advice and counsel to the Dean relative to the Teacher Education Redesign. This Council will continue its work during the 1986-87 academic year and will eventually emerge as an integral part of the governance structure for teacher education.

An important aspect of the many discussions held this past year was the emergence of a Mission and Goals Statement for our Teacher Education Redesign. After much deliberation, a statement was unanimously approved this past May 5, 1986. In early Fall of this coming academic year, this statement will be presented to the Teacher Education Committee, the College of Education and Behavioral Science's College Council, and University Academic Council for their input and support.

CENTER FOR ASSESSMENT AND RESEARCH IN EDUCATION

In recommendation number 4 of the Provost's position paper, "Teacher Education at the Crossroads," it states:

> Establish a Center for Assessment and Research in Education (CARE). The purpose of the Center will be to enhance research and development throughout the region by promoting collaborative research and development projects, stimulating faculty research in applied teaching and learning areas, and disseminating educational studies, research, and reports in the region and, on a selective basis, to wider segments of the profession.

In early winter of 1986, a committee was organized by the Dean to consider this recommendation with the specific charge to establish CARE - The Center for Assessment and Research in Education. As the Dean and his committee began their deliberations, they reflected on both the historical antecedents of the need for a Center but also envisioned future ramifications for faculty, staff and our public school colleagues. The purpose of the Center will be to enhance research and development projects, stimulating faculty research in applied teaching and learning areas, and disseminating educational studies, research, and reports in the region and, on a selective basis, to wider segments of the profession.

Further emphasis will be placed upon developing and maintaining positive working relationships with school districts and human services organizations to promote the effective preparation of professional educators. Research questions and inquiry strategies will be developed to encourage the involvement of practicing professionals (school based educators) with teacher educators (campus based educators) to develop and refine the professional knowledge base. In this process, collaborative projects will be developed which could be partnerships between University personnel and school district personnel, between University personnel and human services organization personnel, and/or between and among various University departments.

SUMMARY

The accomplishments of this first year of the Teacher Education Redesign project are varied and significant. A brief listing of these accomplishments is appropriate.

1. Development of a Mission and Goals Statement to provide further direction and appropriate parameters for the Redesign of Teacher Education.

2. Development and implementation of the Center for Assessment and Research in Education.

3. Task Force Recommendations

3.1 Curricular Renewal: Elementary/Special Education. This Task Force has made recommendations regarding 1) competencies to be required (also a major portion of the exit requirements), 2) structure of the elementary program, and 3) entrance requirements. Each of these recommendations have been accepted by the Dean with additional suggestions for entry and exit criteria. Placement of specific competencies, revision of course syllabi, writing of new course syllabi, and exit requirements will be undertaken this Fall 1986.

3.2 Curricular Renewal: Secondary. This Task Force developed one subcommittee for each charge and these met periodically throughout the year independently from the total Task Force. Entrance and exit criteria have been recommended parallel, in part, to that recommended by the elementary/special education task force. Another charge given by the Dean during the course of the year centered on the unique situation in secondary education that the program is "scattered" across colleges and departments within the University. The Dean requested recommendation(s) about improving or resolving that situation.

3.3 Expanded Field Experiences. This Task Force recommended a four year field experiences program similar to the initial charge given this past Fall, 1985.

3.4 Collaborative Partnerships. This Task Force recommended that linkages and collaborative partnerships should include public school faculty and administrators. These individuals should be utilized as resource persons/consultants in the University teacher education classes to address concerns and questions pre-service teachers. Furthermore, the criteria for the selection of pilot high school and elementary school collaborative partnership sites should be all personnel (boards, administration, staff/faculty) who must be committed to the concept of LEA/IHE alliances; the pilot elementary school should not be selected from the same district as the pilot high school site; local education agencies and the university must be willing to commit necessary resources; and the local education agency must be able to provide appropriate opportunities for a wide range of activities. Finally, the school districts to be considered for the high school pilot site are Cape Girardeau Public Schools, Chaffee Public Schools, Charleston Public Schools, Delta Public Schools, and New Madrid County Schools. The school districts recommended for the elementary school pilot site are Cape Girardeau Public Schools, Charleston Public Schools, New Madrid County Schools, Scott County R-IV Public Schools (Benton).

3.5 Selecting, Rewarding, and Training Cooperating Teachers. The Task Force on Selecting, Rewarding, and Training Cooperating Teachers stated in its report that to facilitate the effective training of a student teacher requires a collaborative effort by the cooperating teacher, student teacher, the school administrator, the public school system, and the University. The roles of each should be well defined. The cooperating

teacher is a most vital part of the student teaching program and the University should assist the cooperating teacher by establishing a training program concerning the expectations of the University regarding the teacher education program. The University coordinator should be trained in analyzing effective teaching and be capable of assisting cooperating teachers in developing strategies and resources to aid student teachers in the appropriateness of their needs. Remuneration of cooperating teachers should include adequate intrinsic and extrinsic rewards.

3.6 Inservice Staff Development and Dissemination. In their work this year, identifying areas/topics that need attention was intricately linked with delivery systems for inservice faculty and staff development, so these issues were addressed in two groups: (1) Inservice - Public and Private Schools, and (2) SEMO Faculty Development. Responsibility for other activities was split into two groups: Dissemination-Newsletter and Dissemination-Networking.

4. The genesis of a philosophy which implies that coming together is a beginning, keeping together is progress, and working together is success has begun to emerge between the University and our public school colleagues as well as among our University faculty.

5. The development of a philosophy and implementation of courses, workshops, and programs in multicultural/international education.

CONCLUSION

As the Provost indicated in his paper, Teacher Education at the Crossroads: An Opportunity for Excellence:

> What Southeast Missouri State University becomes in the future as an educator of teachers will inevitably reflect what it has traditionally been. The strength of the teacher education program is a hallmark of the University. The teachers and administrators in the schools of Missouri with undergraduate and graduate degrees from this University give witness to the stature of the program. The reputation of the program provides the essential components and foundation for strong leadership in the future. The University has built the tradition of excellence by responding appropriately to the need for change.

In order to implement effectively these suggested strategies for change, we must not only create new learning environments that are receptive to this kind of change, but we must also strive to insure the acquisition and preparation of leadership personnel that can support and defend these concepts. Without a philosophical commitment on the part of those parties involved and an environment that facilitates growth, teacher education will never reach its fullest potential, regardless of existing or future levels of financial support.

The College of Education and Behavioral Science at Southeast Missouri State University is progressing in these new directions and we are responding to the realities, the rewards, and the demands of an ever-changing society.

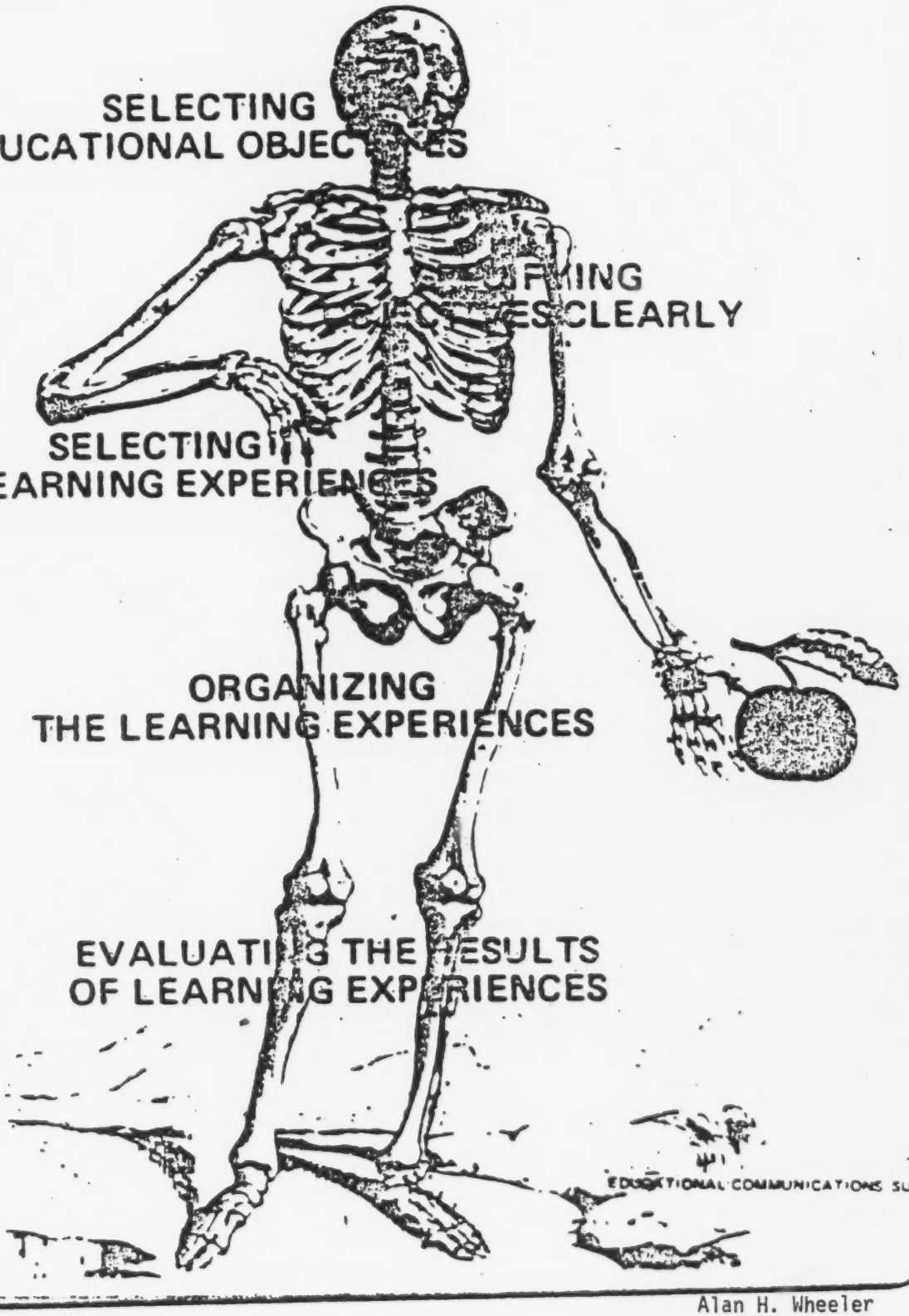
OVERHEAD TRANSPARENCIES AND HANDOUTS

Dr. Alan H. Wheeler
Dean and Professor
College of Education & Behavioral Science
Southeast Missouri State University
Cape Girardeau, Missouri 63701

*To Be Discussed Extensively During Presentation

HANDOUT NUMBER 1

COMPETENCIES FOR A HUMANIST TEACHER : THE BARE BONES



Alan H. Wheeler

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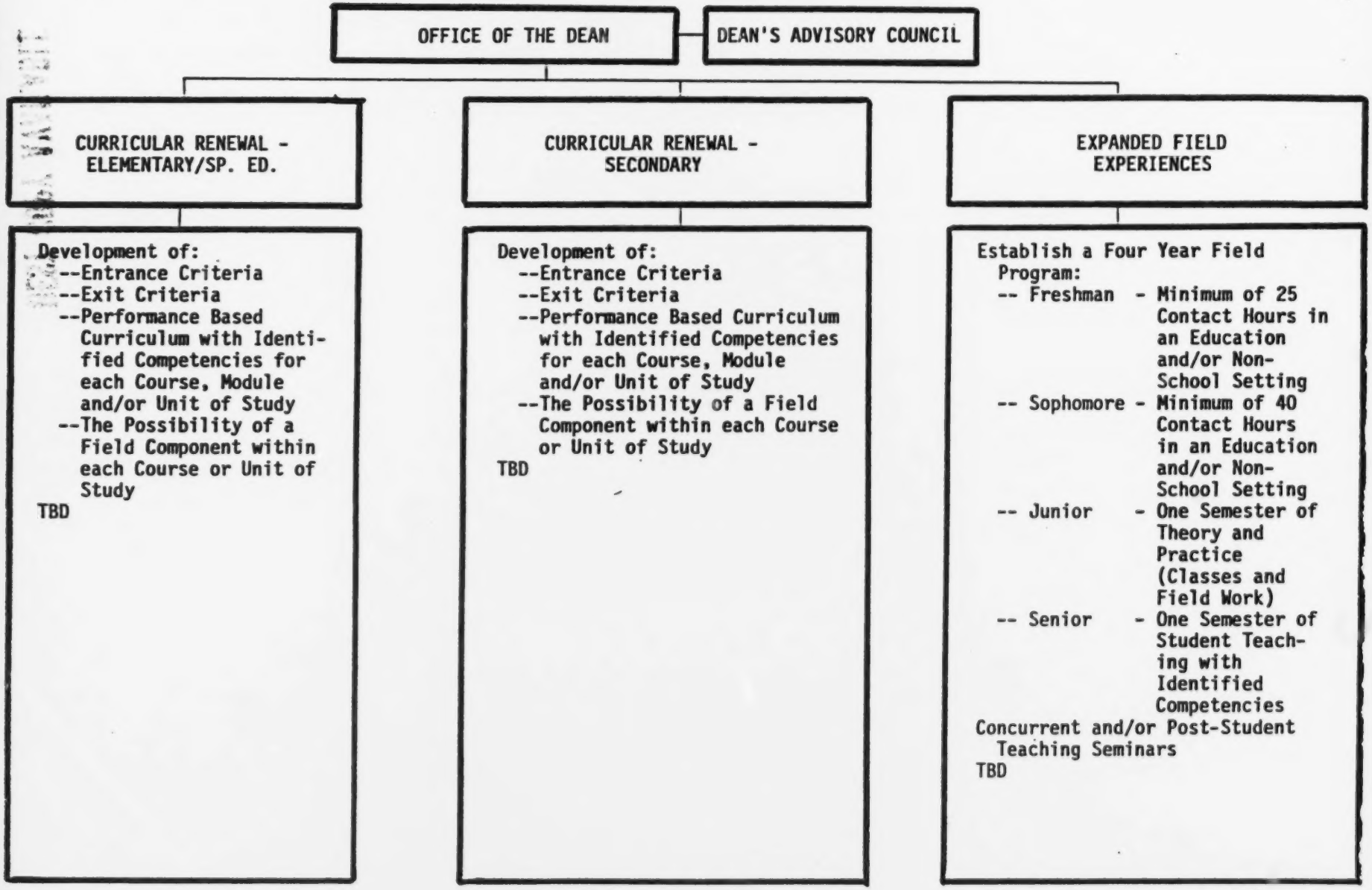
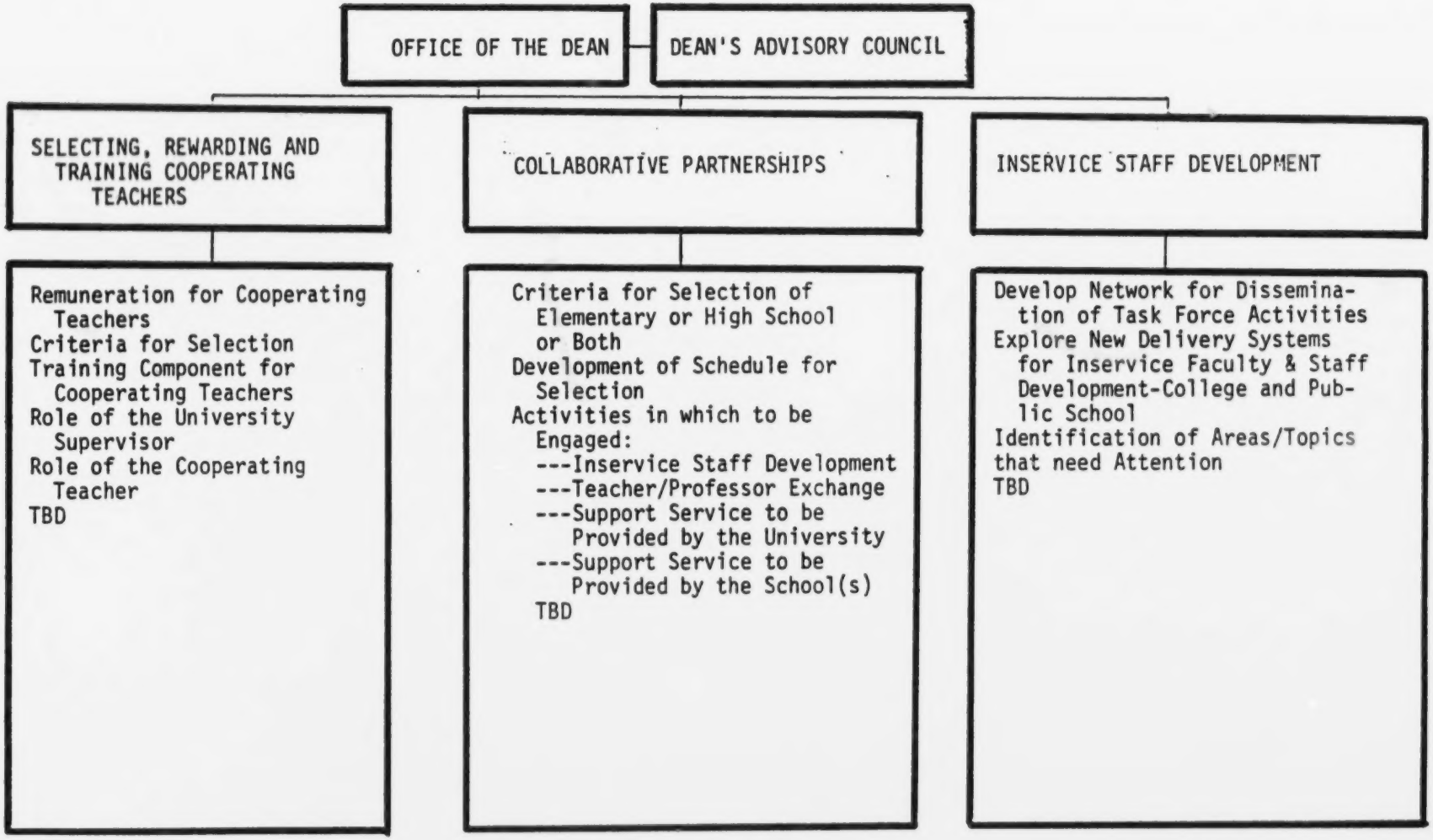

OFFICE OF THE DEAN
DEAN'S ADVISORY COUNCIL
CURRICULAR RENEWAL - ELEMENTARY/SP. ED.
Development of:
--Entrance Criteria
--Exit Criteria
--Performance Based Curriculum with Identified Competencies for each Course, Module and/or Unit of Study
--The Possibility of a Field Component within each Course or Unit of Study
TBD
CURRICULAR RENEWAL - SECONDARY
Development of:
--Entrance Criteria
--Exit Criteria
--Performance Based Curriculum with Identified Competencies for each Course, Module and/or Unit of Study
--The Possibility of a Field Component within each Course or Unit of Study
TBD
EXPANDED FIELD EXPERIENCES
Establish a Four Year Field Program:
-- Freshman - Minimum of 25 Contact Hours in an Education and/or Non-School Setting
-- Sophomore - Minimum of 40 Contact Hours in an Education and/or Non-School Setting
-- Junior - One Semester of Theory and Practice (Classes and Field Work)
-- Senior - One Semester of Student Teaching with Identified Competencies
Concurrent and/or Post-Student Teaching Seminars
TBD

Alan H. Wheeler, Dean
College of Education
& Behavioral Science

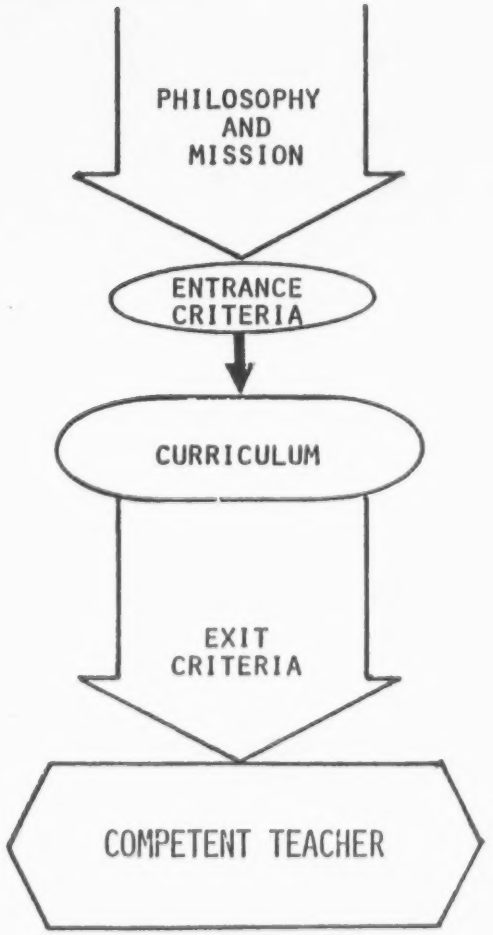

OFFICE OF THE DEAN
DEAN'S ADVISORY COUNCIL
SELECTING, REWARDING AND TRAINING COOPERATING TEACHERS
COLLABORATIVE PARTNERSHIPS
INSERVICE STAFF DEVELOPMENT
Remuneration for Cooperating Teachers
Criteria for Selection
Training Component for Cooperating Teachers
Role of the University Supervisor
Role of the Cooperating Teacher
TBD
Criteria for Selection of Elementary or High School or Both
Development of Schedule for Selection
Activities in which to be Engaged:
---Inservice Staff Development
---Teacher/Professor Exchange
---Support Service to be Provided by the University
---Support Service to be Provided by the School(s)
TBD
Develop Network for Dissemination of Task Force Activities
Explore New Delivery Systems for Inservice Faculty & Staff Development-College and Public School
Identification of Areas/Topics that need Attention
TBD

Alan H. Wheeler, Dean
College of Education
& Behavioral Science

Integrating Curricula in Teacher Education

Specification of Competencies

- PROFESSIONAL VALUES
- DIAGNOSTIC-PRESCRIPTIVE PROCEDURES
- PROFESSIONAL CONSULTATION AND COMMUNICATIONS
- TEACHER-PARENT-STUDENT RELATIONSHIPS
- CURRICULUM
- CLASSROOM MANAGEMENT
- STUDENT-STUDENT RELATIONSHIPS
- INDIVIDUALIZED INSTRUCTION
- TEACHING BASIC SKILLS
- EXCEPTIONAL CHILDREN

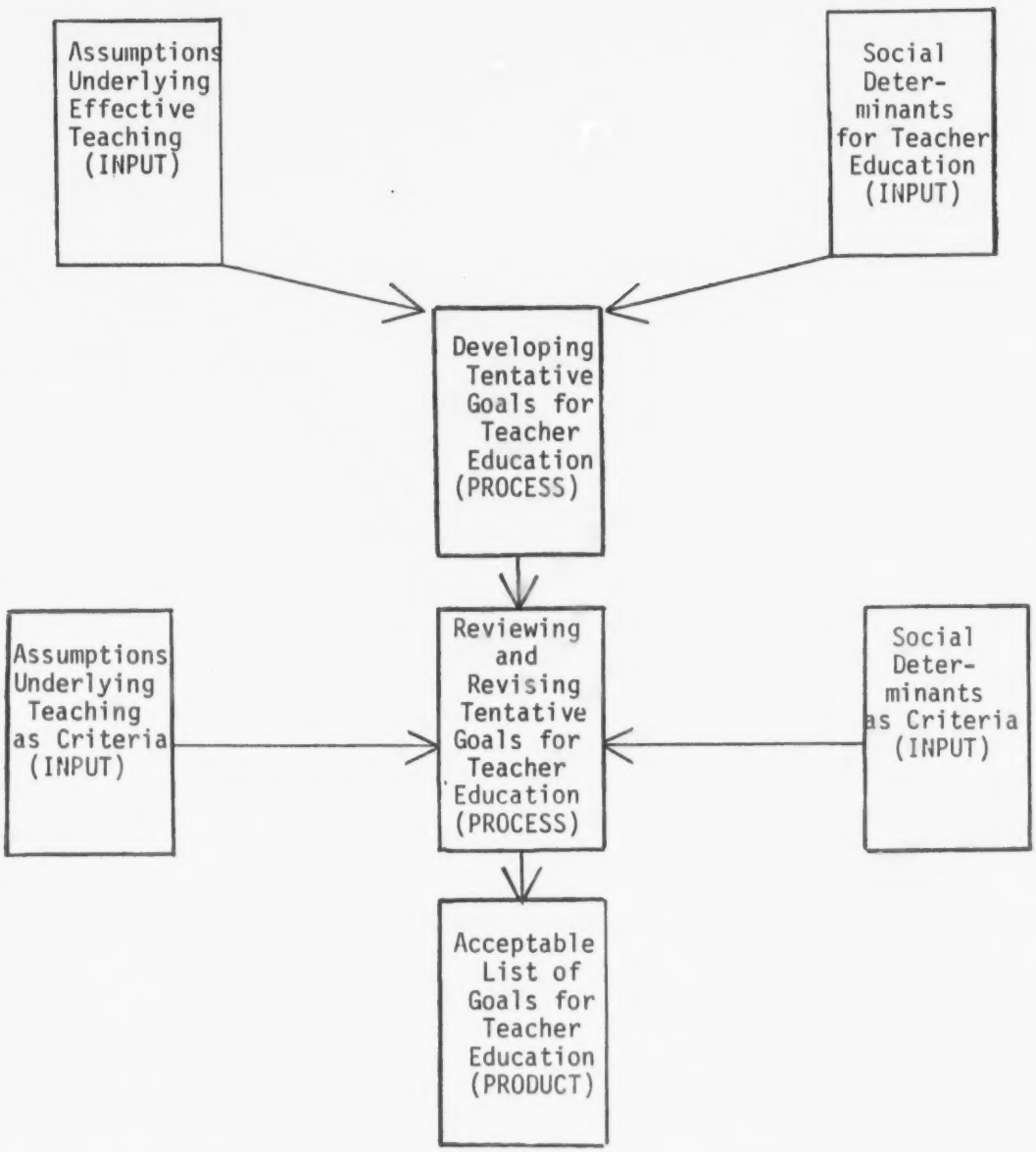


Specification of Strategies

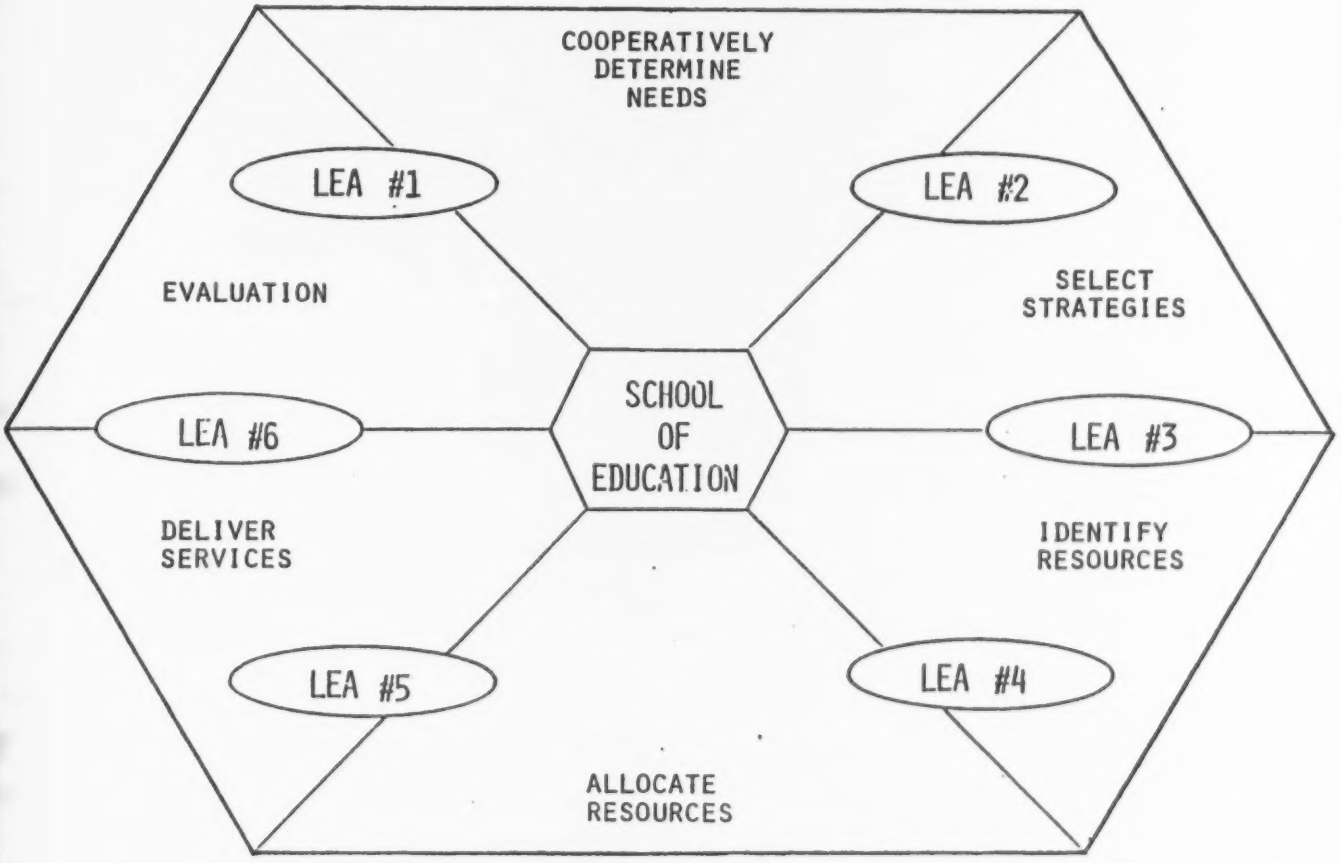
- COURSES
- MODULES
- WORKSHOPS/SEMINARS
- FIELD BASED EXPERIENCES

Alan H. Wheeler

SPECIFYING GOALS FOR A TEACHER EDUCATION PROGRAM


Assumptions Underlying Effective Teaching (INPUT)
Social Determinants for Teacher Education (INPUT)
Developing Tentative Goals for Teacher Education (PROCESS)
Assumptions Underlying Teaching as Criteria (INPUT)
Reviewing and Revising Tentative Goals for Teacher Education (PROCESS)
Social Determinants as Criteria (INPUT)
Acceptable List of Goals for Teacher Education (PRODUCT)

A MODEL FOR DEVELOPING COLLABORATIVE TEACHER EDUCATION PROGRAMS



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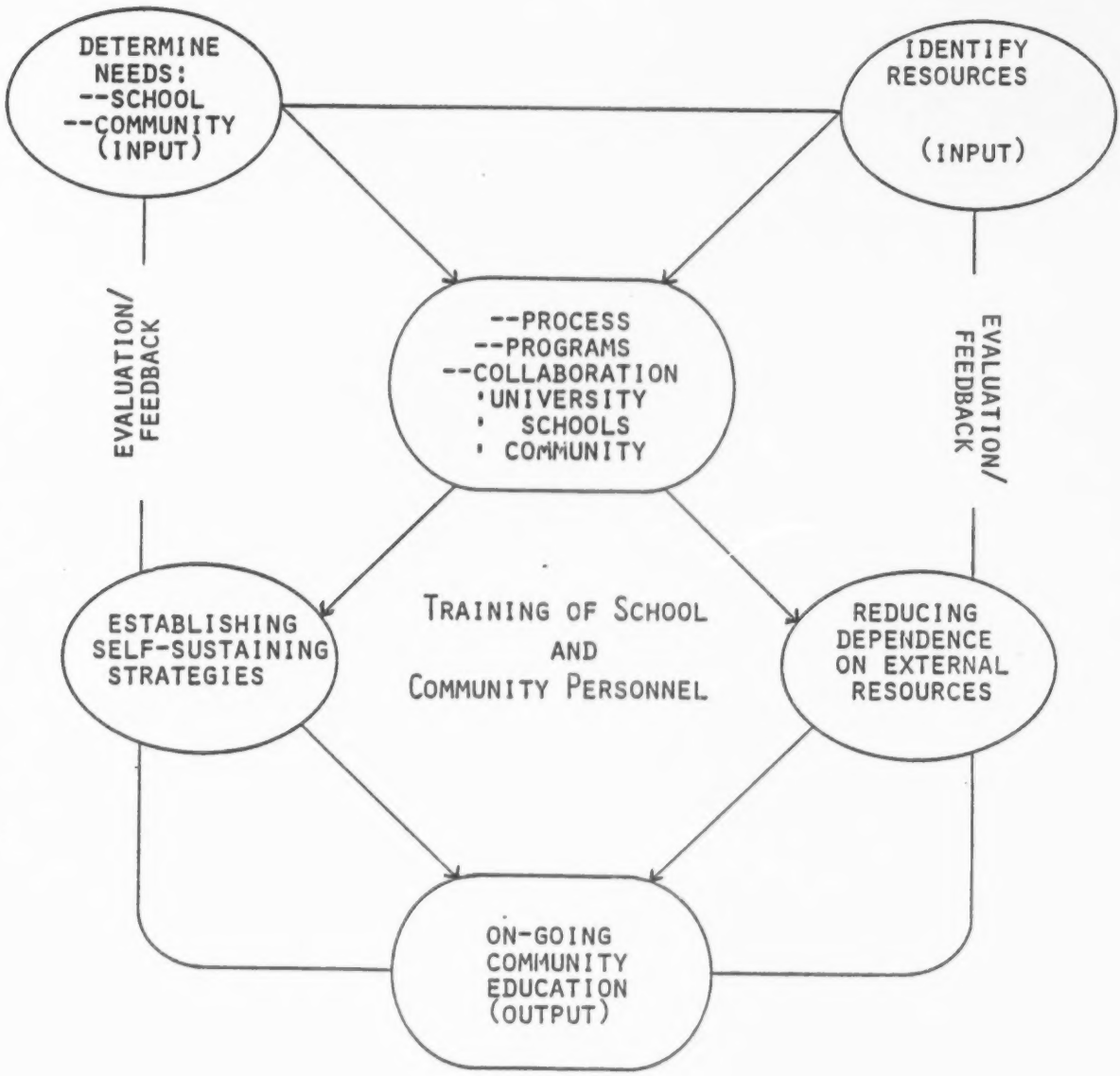
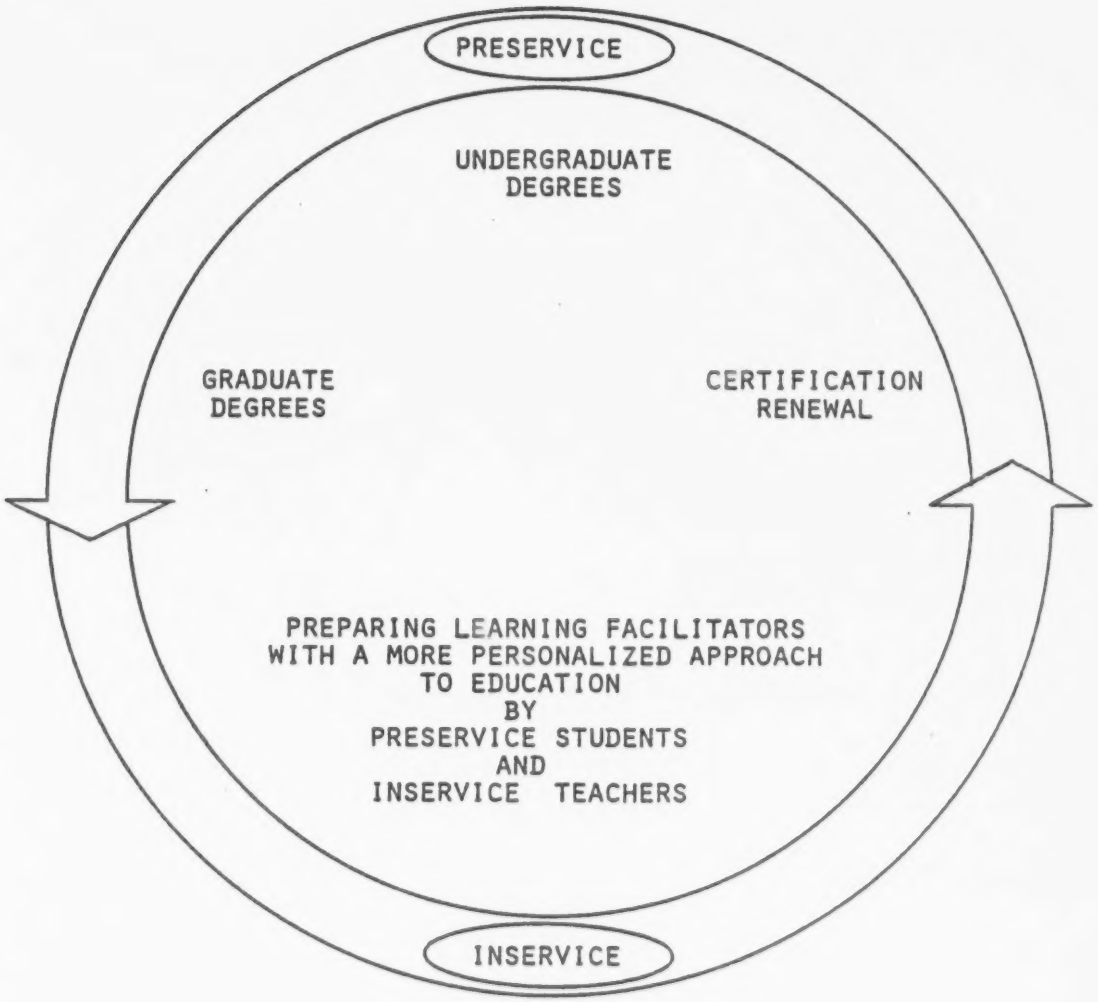
UNIVERSITY-SCHOOL-COMMUNITY-COMPONENT



PERSONALIZED EDUCATIONAL PROGRAMS
FOR
CHILDREN AND YOUTH



Alan H. Wheeler

Reqirements For Admission

To

Teacher Education

- 2.5 G.P.A.

- DEMONSTRATED COMPETENCY IN ORAL AND WRITTEN COMMUNICATIONS SKILLS

- DEMONSTRATED COMMITMENT TO TEACHING

THE CHANGE PROCESS:
Strategies & Outcomes

YEAR 1

Creating and Maintaining an Educational Environment Conducive to Change

1. Two-way communications, candor, honesty
2. Active involvement of students and faculty in self-study
   - --Faculty-student task forces
   - --Work with existing organization/leadership team

YEAR 2

Reorganization Implemented

1. Five program areas
2. Four specialized centers
3. Mission statement formulated
4. Advisory council organized

YEAR 3

Continuation of Efforts

1. Field services expanded
2. Faculty development activities
3. Development of competency-based curricula
4. Examination of new services/delivery systems

YEAR FOUR TO PRESENT:

Implementing Strategies for the Future

Exit Criteria

Four-year Field Based Program

Increased Admission Standards

Competency Based Curricula

Adjustments in Organization

Increased Faculty Development

EXEMPLARY ACCOMPLISHMENTS

NEW LEADERSHIP TEAM

GRANT WRITING

ADVISING MANUALS

PRESERVICE FIELD EXPERIENCES

WORKSHOPS/INSTITUTES

PROFESSIONAL DEVELOPMENT CENTER

HANDOUT NUMBER 2

BEYOND THE CROSSROADS:

CHARTING THE FUTURE

by

Alan H. Wheeler, Dean

Initial Address to Faculty
of the
College of Education and Behavioral Science
Southeast Missouri State University
September 5, 1985
Draft

Second Draft, November, 1985

INTRODUCTION

I am pleased to be the Dean of the College of Education and Behavioral Science at Southeast Missouri State University. This is a lively and interesting professional community with a clear sense of purpose and an evident commitment to quality. Under the leadership of President Stacy, our Provost, Dr. Cochran, and Dean Holt, now Associate Provost Holt, a College has evolved that deserves to be proud of its past and is poised for continued excellence in the future.

Although I have not met all of you yet, I have been impressed with the fact that this is a university that is serious about its mission. Even though few things will come again as easily for higher education as in the 1950's, 60's or even 70's, there is more commitment to the future here than I have experienced on other campuses in the last few years.

I would not pretend to pose as an expert on this College or the University. The short time I have been here can be measured in days and hours rather than months and years. However, as we look to the future together there are priorities that need to be identified. I welcome the opportunity to be able to share some of my thoughts today, about the future and our priorities.

ESTABLISHING PRIORITIES

As we plan the future together, we shall have to plan

carefully. We must know more about ourselves, our effectiveness, and our resources. Our planning process must be capable of producing tough decisions related to the critical needs of the changing society we seek to improve through education. In this process, we must engage a broad range of constituents in planning our College's mission, priorities, and directions.

A recent study by the RAND Corporation, "Implementing and Sustaining Innovations" determined that teacher education can achieve better results from its efforts if it is school based rather than campus based. Reports from the Southern Regional Education Board and the National Commission on Excellence in Education, to mention a few, have emphasized the need for teacher education programs to provide increased opportunities for preservice teachers to study and practice the skills and knowledge associated with teaching in field based settings. Theodore Sizer, former Dean of the Harvard Graduate School of Education, underscored the need for teacher education programs to revise their thinking in his address to the American Association of Colleges for Teacher Education. Sizer indicated that colleges of education will "wither away" if teacher educators do not "shed themselves of the putatively important trivialities of their overbureaucratized profession and engage themselves more imaginatively, thoughtfully, and resourcefully in the task of creating a

modern education system."

Corrigan (1978) has indicated that:

> a major purpose of education is to investigate basic educational questions: Discover new facets of teaching, learning, administering and counseling; Apply research findings in a variety of educational settings; and Synthesize the results of scholarly investigation in ways that are useful to professional practitioners. Any educational improvement strategy for the future recognizes the fact that schools, other educational and community agencies, and colleges themselves, are interrelated components of a single educational system. The disconnected approach we have supported in the past must be replaced with new Partnerships.

As we know, change in teacher education has been slow, if near nonexistent, for a number of years. In reviewing the literature, one finds that historically many change-oriented programs have failed. Some have floundered, and only a few have been successful. In this light, it appears that what is needed is a fresh perspective on who should be involved and how it should happen (Wheeler, 1984).

Ravitch (1983) indicates:

> The distance between where we are now and where we might be in the year 2000 is great, but this distance is not beyond our capacities to span. Probably the greatest obstacle to achieving lasting reform is, paradoxically, the tendency of reformers to scoff at piecemeal change. Experience suggests that small changes are likely to be enduring changes. Getting there--that is, achieving the highest potential--is first of all a matter of setting our sights and then of devising a series of small moves in the right direction. Better teachers, better teaching, better administration, better textbooks, better curricula, higher aspirations. The Tao says, "A journey of a thousand miles must begin with a

single step." We know which steps to take, our problem will continue to be--as it has always been--reaching agreement on where we want to go.

In its report to the Southern Regional Education Board, the Task Force on Higher Education and the Schools offered twenty-five recommendations which comprise "those school-college matters most worthy of attention by both political and educational leaders at this time. Their implementation, of course, will depend in large measure on continuing and expanded cooperation among all sectors of education." During the past five years, several state and national professional organizations have sought answers to many of the contemporary problems of education. One of the more interesting results of these efforts has been the identification of several needs which parallel many of the SREB Task Force recommendations, including the following broad areas:

1. Development of more rigorous requirements for admission to teacher education programs;

2. Identification and implementation of exit criteria as prerequisites for graduation and /or certification of preservice teachers;

3. Improving the quality of and expanding the requirements for field based experiences in teacher education programs;

4. Developing viable linkages (partnerships) between the public schools and higher education to improve the work of both sectors (SREB, 1981).

The position paper, Teacher Education at the Crossroads, developed by Dr. Cochran speaks definitively to each of these

issues. It is our task to develop the strategies to implement effectively these mandates for change. In this process I propose that we need to:

1. Redesign our Curriculum;
2. Expand our Field Experiences Component;
3. Rethink the Selection and Training of and Reward System for Cooperating Teachers;
4. Emphasize Further the Development and Implementation of Workshops, Seminars, and Institutes;
5. Develop External Funding Opportunities;
6. Develop New Linkages and Collaborative Partnerships with our Public School Colleagues and Business and Industry;
7. Implement International Programs.

I would like to speak briefly to a few of these initiatives that will guide our work together this year.

CURRICULUM REDESIGN

I am well aware of some of the curriculum changes that many of you have already initiated within your departments as well as the upgrading of the admission standards for entrance to and graduation from our Teacher Education Programs. You are to be commended for those efforts.

The redesigning of our curriculum that I am suggesting incorporate entrance and exit criteria and a performance based emphasis. This system allows for continuous assessment

of the effectiveness of our curriculum and ensures a more individualized and personalized approach to instruction for our students. Aside from my philosophical commitment, it makes good sense to have our curriculum consistent with the mandated performance based teacher evaluation design authorized by the Missouri State Department of Education.

EXPAND FIELD EXPERIENCE SERVICES

Consistent with the literature and research on the value of field based programs, the NCATE Redesign, and my own commitment to allow students a more extensive internship, I am recommending a four year field experiences program beginning with the Freshman year through the Senior year of a student's preservice professional experience. In this regard, I am suggesting an early field experience program in the Freshman and Sophomore years which would be, in part, an extension of our present course entitled ED-250. During the first and second years, our early field experiences program would entail observation and participation in a variety of educational and/or non-school settings. This will allow our College to begin an early assessment of the effectiveness of our students as they move through their program. It will also allow students an early choice of his/her desire to be a part of the teaching profession. Following these first two years, the students would move into pre-student teaching followed by an expanded student teaching program during the

Senior year. I am recommending that this expanded student teaching program be a semester in length and would incorporate a variety of field placements which would enhance further the students' experience and effectiveness when they enter the field of teaching upon graduation. By implementing this early field experiences program coupled with the pre-student teaching and expanded student teaching programs, we will have a greater opportunity to continually assess not only the effectivenss of our students, but it will also provide us the opportunity to screen out ineffective students prior to actual student teaching placement. Hopefully, this would eliminate the need to deselect students during a very crucial and important part of their pre-service teacher education experience (Wheeler, 1984).

SELECTING, TRAINING AND REWARDING COOPERATING TEACHERS

The traditional student teaching supervision model employed in most states is inadequate. This reality exists largely because of the inability of colleges and universities with teacher preparation programs to control the selection and training of cooperating teachers who supervise our students, and partly due to the minimal remuneration provided for this important service.

I submit to you today that the most reliable research findings available reveal the ostensibly-important student teaching process as that which typically serves to socialize

teachers to a "practicality ethic where survival concerns dominate" (Joyce, 1984). Those who serve as cooperating teachers too often do so either because it is their turn or because of the assistance a student teacher can provide the classroom teacher. That which the student teacher has been prepared to do is subjugated to the classroom habits developed by the more experienced teacher; and the neophyte is gradually molded to fit the cooperating teacher's teaching style. Teacher education programs are then judged by graduates and critics as having prepared students poorly for the "real classroom." The continuing inability to link college course work to practice experiences, so that novices can apply what they have learned in classrooms, is a persistent problem deserving solution beyond the mere change of a faculty/student teacher ratio (VACTE, 1985).

As Bowen indicates in the VACTE position paper, Thought Into Action, criticism of the student teaching experience is one with which many teacher educators and classroom teachers will take issue, as you might suspect, for it is an indictment of the most sacrosanct part of our generally-maligned teacher education programs in higher education. Both surviving student teachers and experienced teachers tend to acclaim student teaching as the most worthwhile part of their professional programs. Given the importance of survival, student teaching is successful; but if the preparation of a profes-

sional who can successfully select and employ a variety of teaching styles is our primary goal, then teachers and teacher education communities must first admit to inadequacies in the preparation of beginning teachers.

Specifically, this past year, the Virginia Association for Colleges of Teacher Education endorsed a model involving clinical faculty who hold appointments with both a college or university and a school division. This model would enable teacher education units to select and utilize the most outstanding practitioners for the cooperating and supervisory functions. The model will have a research component built into it that will serve to develop better knowledge about the induction phase of student teaching. It would involve cooperating teachers who hold clinical appointments with our College much as we do in other fields. They would receive intensive supervisory training by the College of Education and Behavioral Science and would be eligible for some of the benefits professors enjoy. They would, in effect, be college faculty and have rights and responsibilities associated with the position and would receive a respectable financial reward for participation. The role of full-time college faculty would be that of general manager, facilitator, and partner. Their responsibility would be the very important one of providing a linkage between the college program and the world of practice (VACTE, 1985).

A primary operational difference between present practice and the model I am discussing is in the ongoing demonstration/practice/feedback/coaching pattern that cooperating teachers would learn to apply during their initial training. The college supervisor in traditional programs has difficulty applying this pattern, given the limited amount of time that is available for site visits. A professor who supervises student teachers is able to spend no more than a few hours a week with two students, whereas a trained cooperating teacher could supervise a student for the entire student teaching experience. What is essential, as stressed in the beginning, is that a supervisor do what is known to be appropriate in the development of an effective leader; in other words, systematically coach student teachers as they practice multiple teaching styles (VACTE, 1985).

EXTERNAL FUNDING OPPORTUNITIES

The conceptualization of a grant proposal, the research and writing entailed to develop a "fundable" piece of work, and the personal contacts needed in support of the effort are equal, in my estimation, to published articles and/or other manuscripts. More importantly, external funding assists the institution and the particular academic unit in support of program development, faculty/staff renewal, and purchasing of instructional materials/supplies/equipment, and travel funds that are generally inadequate through internal budgeting. I

would like you to know that I am supportive of these efforts and my office will be totally facilitative in your efforts to secure funds from both the public and private sectors.

NEW LINKAGES AND COLLABORATIVE PARTNERSHIPS

Some examples of the kinds of linkages and collaborative partnerships that interest me are those with public school divisions. Specifically, teacher-professor exchanges, co-operatively developed inservice programs, utilization of teams for the supervision of students in field based activities, team teaching efforts between university and school division faculty and university-based educators and school based educators working together to develop and teach courses in preservice education, and assessing their effectiveness, are what is needed to demonstrate our commitment. In this regard, I would like to establish a partnership between the College of Education and Behavioral Science and a selected high school and a selected elementary school beginning this Spring semester.

INTERNATIONAL PROGRAM DEVELOPMENT

Traveling, working, and/or studying abroad has a number of advantages. First, it broadens the outlook of the person involved in the experience; whether it be social, political, educational, or recreational. Second, it affords one an opportunity to view other cultures and peoples in their indigenous environment. Third, it allows for an exchange of ideas

and philosophies. Fourth, it adds a new dimension to one's life in being able to share one's thoughts and feelings with others of a different culture. Finally, it permits educators an opportunity to compare their educational system with that of another country.

UNESCO has pointed out that those who participate in study abroad programs are generally:

1. More tolerant in their acceptance of people who differ from themselves.
2. More fully aware of significant intercultural contributions to the life of the twentieth century.
3. More frequent and more active participants in internationally oriented activities, both politically and culturally.
4. More inclined to endorse policies which promote the freer exchange of ideas, goods, and people among countries (Vogel, 1978).

It should be pointed out that academic programs in higher education should contain courses and experiences which provide opportunities for students to develop a true understanding of and appreciation for the significance of multiculturalism. The urgency of this matter has been addressed by the President's Commission on Foreign Language and International Studies, international organizations such as UNESCO,

and accrediting agencies for teacher education programs in the United States. Education viewed from a global perspective calls for a commitment from teacher education and higher education to use its resources in contribution to the improvement of education worldwide. Such commitment implies:

- an institutional commitment to include international education as an integral and recognized part of the institution's ongoing programs at every age level;
- the development of relationships with other educational institutions around the world; and
- international cooperation to broaden educational opportunity and redirect education toward achieving national, economic, and social development goals.

International education should be a high priority of modern institutions of higher education and specifically for teacher education. The achievement of a global perspective demands a vision that transcends national and cultural differences. All humanity is a single species, on a single planet, sharing a common future. To mold this common future is today's educational imperative (AACTE/ICET, 1983).

ORGANIZATIONAL CONTEXT FOR IMPLEMENTING OUR INITIATIVES

Faculty, students and programs are assigned to departments for the purpose of carrying out teaching, research and personnel preparation in specific areas of educational inquiry.

Inquiry involves seeking new knowledge, and new ways of using knowledge to improve practice. A college can be de-

scribed as a number of centers of inquiry. The faculty and students in each department, or center of inquiry, study specific aspects of education and thereby contribute an essential component to the study of the total field of education represented in the combined departments of a college. Interdisciplinary studies which link the talent and resources within and across departments are likely to be the most significant and likely to have the most impact on the education profession and society because they integrate several dimensions of the total educative process (Corrigan, 1980).

Corrigan further indicates that,

> it is this linkage system facilitated by the organizing theme of "educational inquiry" that produces a united goal-directed college rather than a conglomerate of separate, discrete units. The comprehensiveness and quality of the teaching and scholarly activity produced and the educational leaders prepared are enhanced by an interdisciplinary emphasis.

It further allows faculty to begin to think beyond "their" department and begin to conceptualize the need to think in terms of what is best for the College and University.

I want to emphasize that fields of educational inquiry appropriate for a college are, in part, based on the premise that education is a life long process. The need for this broader interdisciplinary, interdepartmental, approach is self evident when some of the current areas of study and policy analysis are listed: (1) education in non-school settings, (2) multicultural education, (3) international educa-

tion, (4) technological literacy, and (5) special needs programs; handicapped, gifted and talented, bilingual, aging, to mention a few (Corrigan, 1980). All the departments of our College have contributions to make in this regard.

OUR STUDENTS

Before concluding this discussion of the future, I want to share a continuing concern for our students. We must be sure that our students be active participants in the affairs of the College. Students who are being educated for leadership must have the opportunity to practice leadership in their own intellectual lives, evaluate their own education, and suggest alternative ways to improve their programs.

CONCLUSION

In conclusion may I say that, although I support and encourage interdisciplinary efforts, I also recognize the value of autonomous programs. Although interested in facts, I feel I am more interested in possibilities such as new projects, things that have not yet happened but might be made to happen, new truths that are not yet known but might be found out, and above all, new possibilities for people and programs.

As your dean, I would like our work together to be characterized by two guiding concepts. Concepts that were proposed by Corrigan in his initial address to faculty at Texas A & M in the Fall of 1980.

1. Mutuality--a sense of working together to produce something that is better than an individual or group could produce alone. This concept surpasses collaboration, consensus, or compromise. Mutual environments are characterized by support for untried ideas, and support colleagues who propose challenging ideas. Mutuality is necessary to achieve a purpose-oriented professional community capable of creating the future.

2. Generativity--developing a sense of caring for that which we create. Erikson reminds us that generative environments are characterized by qualities of hope, the capacity to act within limitations, purposefulness, the freedom to be responsive, and a sense of competency and confidence. But most importantly, the mature person, institution, or profession is characterized by a capacity to care for what it produces. Concern for quality pervades the generative environment (Corrigan, 1980).

Learning is a serious activity, but it does not have to be bland or lacking excitement. There is no place in the world which can generate as much excitement as a lively faculty within a College that is interested in the future. To assure the future, I suggest that we need to plan together and manage rigorously to establish high goals for ourselves, develop needed partnerships with our public school colleagues, open avenues of cooperation with business and industry, and nurture the excellent reputation this College has developed over the years and build on that reputation to continue to move the College of Education and Behavioral Science to a position of regional and national prominence.

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CRITICAL EVENTS
Revised

September

Topic/Activity — "Beyond the Crossroads: Charting the Future." Presentation to Faculty

Presenter/Facilitator — Alan H. Wheeler, Dean
College of Education & Behavioral Science

***

Topic/Activity — Selection of Task Force Membership (College Faculty, Students, Public School Personnel)

Presenter/Facilitator — Dean, Chairmen, and Directors

October

Topic/Activity — Workshop/Advance To Begin Discussions Of Identified Priorities By Task Forces

Presenters/Facilitators — Dean and External Facilitator,
Dr. Robert Carlson, Professor
College of Education & Social Services, University of Vermont

***

Topic/Activity — "Teacher Education's Unfinished Agenda"

Presenter/Facilitator — Dr. Dean C. Corrigan, Dean
College of Education
Texas A & M University

November

Topic/Activity — Appointment of Dean's Advisory Council

Presenter/Facilitator — Dean

CRITICAL EVENTS

January

Topic/Activity	"Developing Global Perspectives for an Interdependent World"
Presenters/Facilitators	Dr. Gerald Stockdale, Principal West Glamorgan Institute of Higher Education Swansea, WALES Dr. Frank Klassen Executive Director International Council on Education for Teaching and Associate Director, AACTE

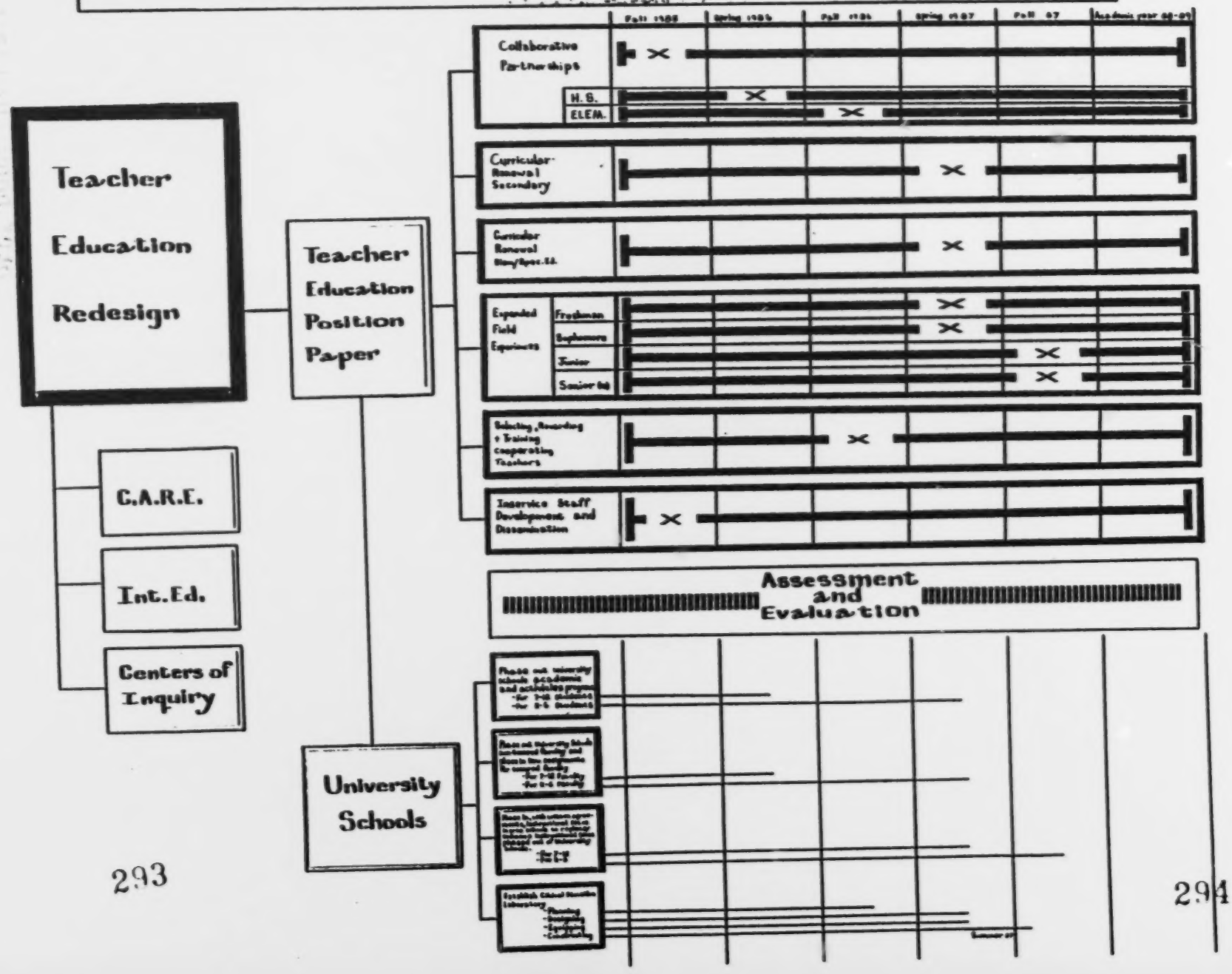
February

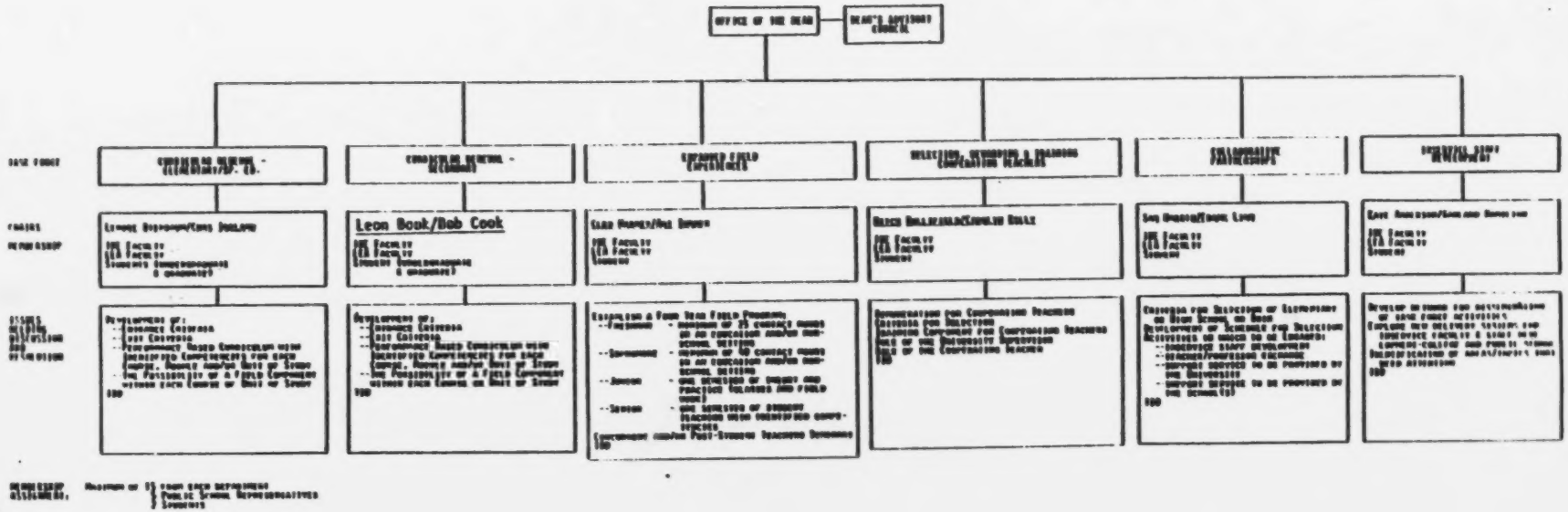
Topic/Activity	NCATE Redesign: A View from Washington
Presenter/Facilitator	Dr. Richard Kunkel Executive Director, NCATE

March, April, May

Topic/Activity	TBD
Presenter/Facilitator	TBD

Preliminary Action Plan For Teacher Education Redesign





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HANDOUT NUMBER 3

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Appendix I

Initial Charge To Task Forces

Curricular Renewal - Elementary and Special Education

Development of:
- --Entrance criteria.
- --Exit criteria.
- --Performance based curriculum with identified competencies for each course, module and/or unit of study.
- --The possibility of a field component within each course or unit of study.

Curricular Renewal - Secondary Education

Development of:
- --Entrance criteria.
- --Exit criteria.
- --Performance based curriculum with identified competencies for each course, module and/or unit of study.
- --The possibility of a field component within each course or unit of study.

Expanded Field Experiences

Establish a four year program:
- --Freshman - minimum of 25 contact hours in an education and/or non-school setting.
- --Sophomore - minimum of 40 contact hours in an education and/or non-school setting.
- --Junior - one semester of theory and practice (classes and field work).
- --Senior - one semester of student teaching with identified competencies.

Concurrent and/or post-student teaching seminars.

Selecting, Rewarding and Training Cooperating Teachers

Remuneration for cooperating teachers.
Training component for cooperating teachers.
Role of the university supervisor.
Role of the cooperating teacher.

Collaborative Partnerships

Criteria for selection of an elementary or high school or both.
Development of schedule for selection.
Activities in which to be engaged:
- --inservice staff development.
- --teacher/professor exchange.

--support service to be provided by the University.
--support service to be provided by the School(s).

Inservice Staff Development and Dissemination

Develop network for dissemination of task force activities.
Explore new delivery systems for inservice faculty and staff development-college and public school.
Identification of areas/topics that need attention.

Appendix II

Mission and Goals Statement

In responding to the nationwide call for excellence in education, Southeast Missouri State University has made a commitment to develop a premiere program in teacher education. Striving to design programs that will uniquely apply the body of research and knowledge to changing needs, the College of Education and Behavioral Science seeks to develop a research based, competency oriented undergraduate teacher education program, built in collaboration with area schools.

In developing a competency based teacher education program, our challenge lies in identifying those elements required to make an effective teacher, and in finding ways to teach and evaluate those components. However, a competency based teacher education program should not be thought of as a narrow, prescriptive program. Clear recognition should be given to the need for an appropriate knowledge base, as well as to developing teachers who have acceptance of individual differences and can provide supportive learning environments. Our mission, therefore, lies in developing undergraduate competency based teacher education programs that produce effective, dedicated, caring teachers.

The following goals further delineate and clarify our mission.

1. To provide a continuing supply of competent teachers.
2. To provide professional support and assistance for entry level and career educators.
3. To assume regional and national leadership in teacher education.
4. To meet and exceed state and national accrediting standards.
5. To enhance and extend cooperative/collaborative relationships with public/private schools and business/industry in the SEMO service area.
6. To attract and retain quality students in the teacher education program.
7. To develop and implement systems of assessing preservice and inservice competencies.
8. To design an ongoing evaluation system for the teacher education program.
9. To establish a CBTE program as a catalyst for future change in graduate education and continuing education.

Appendix III

Center for Assessment and Research in Education

GOAL I

To formalize processes for encouraging collaborative research and development projects in the Southeast Missouri State University service region by expanding the scope of existing projects and increasing the number of projects.

OBJECTIVES

1. To inform organizations of types of research expertise available and purposes of research.
2. To identify organizations willing to participate in, and those presently participating in, collaborative projects and problems which could be addressed in such research.
3. To create networks of University faculty interested in research in the schools and human services organizations.
4. To make University computer capacity (documents search) available at a nominal charge to participate in research.
5. To evaluate and disseminate results of collaborative research.

STRATEGIES

1. Sponsor quarterly research "colloquia" where faculty members can present their current research interests.
2. Earmark some funds from grants for faculty/graduate student research.
3. Develop and maintain contacts with schools and human services organizations which would solicit the identification of topics worthy of research and provide for the dissemination of information about purposes and benefits of such research.
4. Invite participating schools and human service organizations to on- and off-campus research update sessions.
5. Maintain an advisory council for the Center which is representative of University, school district and human services organization personnel.
6. Secure representation by school district and human service organization personnel on Center committees dealing with allocation of funds, human subject release, etc.

GOAL II

To stimulate faculty research of publishable quality.

OBJECTIVES

1. To provide incentives for faculty and staff research.
2. To promote collaborative research projects between junior and senior faculty members.
3. To promote, recognize and reward faculty for service, research published and articles published.

STRATEGIES

1. Provide funds enabling faculty to pursue scholarly field research.
2. Credit faculty for scholarly books and/or articles in juried publications with national/regional scope.
3. Provide support staff through the Center for library, computer, and/or data collection aspects of the research process.
4. Provide Center graduate research assistants who could receive research credits toward their degree.
5. Aid researchers by arranging for equipment (video, computer, duplication, etc.) and/or space for long term needs.
6. Coordinate access to school programs participating in Center research.

GOAL III

To ensure that all research and scholarly activity be appropriately disseminated throughout Southeast Missouri State University's service area.

OBJECTIVES

1. To produce a newsletter to be sent to faculty, school districts and human services organizations.
2. To inform university colleagues, school division personnel and other service area publics of research being conducted in our service area, the results of that research, and research studies funded by grants through state, regional, and national sources.
3. To compile and produce a research/review containing pertinent and relevant research oriented materials from national/international sources for dissemination to others in our service area.

STRATEGIES

1. Sponsor regional meetings for purpose of fulfilling objectives.
2. Encourage dissemination of research by various methods (e.g. presentations) at regional meetings sponsored by other groups.
3. Publish a newsletter/journal 2-3 times per year. This publication could also be used by the task forces for reporting their work and by the college and public schools for enhancing communication.
4. Establish a database of "Research in Education" and make it available to all service area schools on the Southeast Missouri State University computer.

Appendix IV

Curricular Renewal - Elementary/Special Education

Task Force Year End Report - May 1986

The Task Force for Curricular Renewal--Elementary/Special Education has had a highly productive year, and is prepared to make recommendations regarding 1) competencies to be required (also to become a major portion of the exit requirements), 2) structure of the elementary program, and 3) entrance requirements. Each of these recommendations is presented in this report. Regretably, space does allow for thorough discussion, and any requests for clarification should be made to either of the co-chairs of the task force.

At this point, the task force has reorganized, and is beginning to consider the alignment of the early childhood and exceptional child programs with the proposed elementary program. After that, placement of specific competencies, revision of course syllabi, writing of new course syllabi, and exit requirements will be undertaken.

RECOMMENDATION ONE: THE MISSOURI PERFORMANCE BASED OBJECTIVES (with additions and clarifications) SHALL CONSTITUTE THE BASIS FOR THE COMPETENCIES OF THE ELEMENTARY/EXCEPTIONAL CHILD PROGRAMS.

RECOMMENDATION TWO: CREDIT STUDY FOR B.S. IN EDUCATION, ELEMENTARY 1-8.

GENERAL EDUCATION

Communications and Humanities (16)	Hours
Required Courses:	
English EN 100 and 150	6
Literature (200 level, excluding LI 242)	2-3
Electives:	
Music Appreciation MU 280	2
Art, any course	2-3
Psychology PY 150	3
Foreign Language	6
Journalism, any course	2-3
Philosophy	3
*Speech	2-3
Literature (Senior Level Course)	2-3

Social Studies (14)	
Required Courses:	
American History US 101 and US 102	5
National and State Government PS 100	3
Electives:	
Western Civilization WH 102 and/or 104	3-6
*Economics EC 100, 110, or 120	2-3
*Sociology SO 100 OR Anthropology AN 180-181	2-3
*Cultural Geography GG ---	2-3

(If cultural geography cannot be included in this category, Economic and Sociology shall be 3 hrs. each, with Geography to be included only under Elementary

Special Subjects, for 2 credit hrs.)

Mathematical and Natural Sciences

The Sciences (10)

Process Oriented, Integrated Science ID 1-- (to include a laboratory component) OR Biological Science 4, Earth Science 3, Physical Science 3 (each to contain a laboratory component)	10

Mathematical Science (3)

Math for Elementary Teachers MA 130	3

Physical Education Activity Courses (4) 4

ELEMENTARY SPECIAL COURSES (14)

*Geography GG 1-- OR GG 2--	(2)
*Economics EC 1--	(2)
*Sociology SO 1-- or Anthropology AN 1--	(2)
Mathematics MA 330 and MA 430	6
Modern Health HL 108 OR HL --- Health and Safety	2

PROFESSIONAL EDUCATION

Foundations for Teaching (12)

Child Development -- 1--	2
Theories of Learning and Management -- 3--	2
Psych. Ed. Exceptional Child EX 572	3
Foundations of Education EF 3--	2
Student Teaching Seminar ED 4-- (or ID 4--)	3

Teaching Methods (18)

Basic Techniques of Teaching Reading and Language Arts (to include 1 hr. of Ch. Lit.) ED 3-- OR Basic Techniques ED 3-- and LI 242	6/7
Advanced Techniques of Teaching Reading In the Elementary School ED 3--	5
Techniques of Teaching Mathematics and the Content Areas ED 3--	5
Integrating the Elementary Special Subjects (ID ---) (Consisting of a 2 hr. laboratory period each week in art, music, and physical education, concentrating on intergrating these areas into the curriculum)	3

Clinical Experiences (19)

Career Decisions ED 1--	1
Field Experiences I ED 2--	2
Field Experiences II ED 3--	2
Student Teaching in the Elementary School I ED 4--	7
Student Teaching in the Elementary	

School II ED 4-- 7

*Required for certification.

Area of Specialization: 21
(In an appropriate area, selected from approved programs.)

(Total number of hours required 124. The credit study totals 125, but it is anticipated that the areas of specialization will include, generally, 6 to 8 hours of work already within the credit study, thereby reducing the actual number of required hours to approximately 118, and allowing a very small number of electives.)

NOTE: The effect of the forthcoming changes in general education cannot be determined at this time. Obviously, if there must be 45/48 hours of general education which will not include those courses required by the state (speech, economics, geography, mathematics, etc.) the program will soon become too extensive to be placed within the framework of a four year program, and the possibility of a premiere undergraduate program may well become impossible. If that occurs, it will be necessary that these required courses (with the exception of mathematics) be two hour courses.

The following illustrates a design for the professional courses within the program:

Freshman Year:

Career Decisions ED 1--	1
Child Development -- 1--	2
	3 hrs.

Sophomore Year: (Second Semester)

Theories of Learning and Management -- 3--	2
Basic Techniques of Teaching Reading and Language Arts (to include one hour of children's literature) ED 3--	6
Integrating the Elementary Special Subjects ID ---	3
Field Experiences I ED 2--	2
	13 hrs.

Junior Year - Professional Semester:

Psychology/Education of the Exceptional Child EX 572	3
Advanced Techniques of Teaching Reading in the Elementary School ED 3--	5
Techniques of Teaching Mathematics and the Content Areas ED 3--	5
Foundations of Education EF 3--	2
Field Experiences II ED 3--	2
	17 hrs.

Senior Year:

Student Teaching Seminar ED 4-- or ID 4--	3
Student Teaching in the Elementary	

School I ED 4-- 7
Student Teaching in the Elementary
School II ED 4-- 7
17 hrs.

(The senior year will be taught with one week of seminar, seven weeks of student teaching, one week of seminar, seven weeks of student teaching, and a final week of seminar.)

RECOMMENDATION THREE: CURRENT ADMISSION PROCEDURES FOR THE TEACHER EDUCATION PROGRAM SHOULD BE MODIFIED TO CONFORM TO THE FOLLOWING RECOMMENDATIONS.

A. The current "Affidavit of Moral Character" should be modified in the following manner:

1. The following paragraph should be added to the Affidavit immediately following the opening paragraph.

   The applicant to the Teacher Education Program should also be advised that issues concerning moral character and background are of great concern to the public schools where employment will eventually be sought. If the applicant has factors in his/her background that are likely to preclude future employment in the public schools systems, any decision to seek teacher certification should be carefully considered.

2. The word arrested be eliminated from the question "Have you ever been arrested, indicted or convicted on a felony charge?"

B. A student seeking admission to the Teacher Education Program must have an overall grade point average of 2.5 in all coursework completed.

C. A student must not be admitted to the Teacher Education Program if he/she is on disciplinary probation by the University.

D. The student must have a grade of "C" or better in EN100 and EN150.

E. All candidates must take a speech and hearing test given at the University with the condition that the University Speech Clinic develop and publish pass/fail criteria for the test. Candidates not meeting pass criteria will be given appropriate counseling/therapy.

F. The student must obtain a composite score of 18 or better on the ACT, a score of 800 on the SAT (verbal plus mathematics) or the equivalent as stated by current University policy.

G. The student must obtain a satisfactory score on the "state test" described in the Excellence in Education Act when it is developed and available.

H. The student must have three letters recommending them for admission to the Teacher Education Program submitted by persons who have familarity with their background and personality. At least one of the letters must be from an education professional.

I. Students who speak English as a second language must demonstrate sufficient competency in the English language to assure that they can adequately communicate with school aged children and youth. It is also recommended that a committee of knowledgeable persons be appointed to determine the method by which this will be demonstrated.

J. All applicants to the Teacher Education program must be given an Affirmative Action statement as follows:

AFFIRMATIVE ACTION STATEMENT FOR THE TEACHER EDUCATION PROGRAM

Southeast Missouri State University is an equal opportunity university. No one shall be denied access to the Teacher Education Program because of age, nationality, citizenship, religion, creed, race, sex, or handicap. Admission to the Teacher Education Program shall be limited only by its admissions criteria as stated by the State and the University. Likewise, retention in and completion of the Teacher Education Program is dependent only upon successful completion of the required coursework, maintenance of the required grade point average, satisfactory demonstration of the competencies required by the Program objectives and conformity to other requirements as may be prescribed by the University and Missouri law.

Appendix V

Curricular Renewal - Secondary

Task Force Year End Report - May 1986

Introduction

This Task Force was given the following charges in October, 1985, at the St. Louis meeting: 1) develop entrance criteria; 2) develop exit criteria; 3) develop a performance based curriculum with identified competencies for each course, module, and/or unit of study; and 4) address the possibility of a field component within each course or unit of study.

One sub-committee for each charge was formed in December, and these four met periodically throughout the year independently from the total Task Force. Each sub-committee chairperson reported on progress at subsequent Task Force meetings.

Another charge given by the Dean during the course of the year centered on the unique situation in secondary education that the program is "scattered" across colleges and departments within the University. The Dean requested recommendation(s) about improving or resolving that situation.

Proposed Recommendations

The total Task Force met six times, and at the April 1986 meeting, proposed recommendations were received from three of the sub-committees, as follows:

Entrance Criteria

1. A student seeking admission to the program must have a 2.50 grade point average in all coursework completed.
2. The Speech Clinic will develop and publish criteria for passing the speech and hearing test which applicants must take. If applicants do not pass, they will then be given appropriate counseling or therapy before making a second attempt.
3. Non-native speakers of English must demonstrate sufficient English language competency to assure that they can adequately communicate with school age children and youth. A committee of persons knowledgeable in Teaching English to Speakers of Other Languages (TESOL) should be appointed to determine methods, procedures, and criteria by which this competency will be assessed.
4. The current "Affidavit of Moral Character" should be modified by adding a paragraph advising applicants that issues concerning moral character are of great concern to the public and that applicants that have factors in their background that may preclude future employment in schools should carefully consider their decision to seek certification. A further modification was that the words "arrested, indicted or" should be eliminated from the question "Have you ever been arrested, indicted or convicted on a felony charge?"
5. As a means of ascertaining character and background, applicants must submit three letters recommending their admittance to the Teacher Education

Program.

6. All applicants to the Teacher Education Program must be provided an Affirmative Action Statement.
7. Requirements that the applicants have a score of at least 18 on the ACT or at least 800 on the SAT, that they have satisfactory scores on the yet-to-be-developed test described in the Excellence in Education Act, that they not be on disciplinary probation, that they have a grade of C or better in both EN 100 and EN 150 (composition courses) be retained.

Further details on these proposed recommendations and their rationales are contained in the sub-committee report attached to the April 1986 Task Force minutes.

Curriculum Sequence

Proposed course sequencing recommendations include:

Sophomore Level

*Child and Adolescent Development--4 hours. This course involves a three-hour lecture course and one hour of clinical experience of 30 class hours related to the level of development being studies in the course.

Junior Level

* Theories of Learning and Management--2 hours.
* Instructional Strategies for Secondary Teachers--3 hours. Includes a clinical component of 15 class hours focusing on small group instruction and actual teaching presentations.
* Basic Reading Techniques for Secondary Teachers--2 hours.
* Psychology and Education of the Exceptional Child--3 hours.

Senior Level

* Curriculum, Methods, and Techniques in the subject area specialty--3 hrs. Includes a clinical component of 30 class hours focusing on small group instruction, unit planning, and extensive teaching experience. Pre-requisite to student teaching.

* Student Teaching--one semester (hours to be determined).

Further details on these proposed recommendations and their rationales are contained in the sub-committee report attached to the April 1986 Task Force minutes.

Clinical Experiences

As suggested in the proposed recommendations from the curricular sequencing sub-committee, clinical experiences are recommended for at least these courses:

* Child and Adolescent Development
* Instructional Strategies for Secondary Teachers
* Curriculum, Methods, and Techniques for subject area specialties.

Other courses may include clinical components as well.

Issues Remaining for Fall, 1986

While this Task Force has accomplished a great deal in a comparatively short time, several important issues remain to be resolved, including:

Performance-based exit criteria: The exit criteria sub-committee prepared and distributed a survey of teacher education faculty to determine how much attention, if any, is being paid to Missouri Performance Criteria in courses in the professional sequence. Items assessed both teaching behaviors and learning outcomes measures. Copies of the results of that survey were attached to the April 1986 minutes.

Consensus among Task Force members was that competencies for each course, module, and/or unit of study can not be developed until curriculum sequencing and clinical field experience issues have been finalized. These competencies will need to be addressed, consensus formed, and forwarded in recommendation form in the Fall, 1986.

Curriculum Sequence: Recent discussions with other task force co-chairs have revealed differences with regard to freshman-level experiences, a school and society course, and a philosophy and history of education course. Those three items, and perhaps others, will be discussed, resolved, and forwarded in recommendation form in the Fall, 1986.

Administrative structure for secondary program: The question of "scattering" of secondary education program courses among colleges and departments has not been addressed by this Task Force. That issue needs to be addressed, resolved, and forwarded in recommendation form in the Fall, 1986.

Appendix VI

Expanded Field Experiences

Task Force Year End Report - May 1986

Overview

The Expanded Clinical Field Experiences Task Force, one of six, was appointed during the Fall of 1985 as part of the teacher education redesign plan to examine current practices and to make recommendations for future directions.

After meeting and discussing the Task Force charge, an outline was developed to guide the efforts of the Task Force. Among the topics were the following: Philosophy, Goals and Objectives; Field Experiences; A Cooperative Venture Common to All Teacher Education Majors; Unique Field Experiences; Criteria and Descriptions by Level and/or Year (Freshman, Sophomore, Junior, and Senior); Selected Clinical Field Experiences; Roles, Responsibilities and Functions in a Collaborative Arrangement; Implementation; Evaluation; and Summary and Conclusions.

Interim Recommendations

Based upon the deliberations of the Task Force thus far, a consensus has been reached on a tentative set of recommendations.

1. Field experiences should be based on a sound philosophy and goals designed to outline learning experiences required at various levels.
2. Field experiences should be developed and executed cooperatively with the University, the schools, and students interacting freely.
3. The basis for the Expanded Field Experiences (EFE), indeed the basis for the whole program, is those criteria and descriptors included in the Missouri Performance Based Teacher Evaluation system.
4. Courses common to all teacher education majors should contain field experience components appropriate to the course content.
5. Flexibility should be provided to create and take advantage of unique and valuable experiences.
6. The EFE should include four years of field experiences which follow and build upon classroom activities and earlier field experiences:
   a. At the freshman level, career decisions should be stressed.
   b. At the sophomore level, field experiences should focus upon learning theory along with human growth development.
   c. Junior students should select and use methods of teaching, classroom management, and evaluation in multicultural settings. Short sequences of lessons should be planned and implemented toward specific learner outcomes.
   d. Senior student teaching should be expanded to include a full semester in which students complete two distinct teaching experiences which are different in grade level, district, school size, geographic locale, and/or subject matter. Concurrent seminars would focus on analyzing, clarifying, and expanding the student teaching experiences.
7. Field experiences should be organized and administered with clear-cut lines of responsibility to encourage interaction and facilitate free flowing two-

way communication.

8. EFE should be phased in as follows: Freshman and Sophomore experiences, Spring 1987; and Junior and Senior experiences, Fall 1987.
9. The following contact hours per level are present estimates. As the Curriculum Task Forces complete their work, some modification may be appropriate. This seems particularly likely at the freshman and sophomore levels.
   a. Freshman - minimum of 25 contact hours.
   b. Sophomore - minimum of 40 contact hours.
   c. Junior - one semester of theory and practice. (An additional semester is required for early childhood and exceptional child majors.)
   d. Senior - one semester of student teaching with identified competencies.
10. Opportunities for inner city, multicultural, and international experiences should be promoted.
11. Performance expectations of Clinical Field Experience (CFE) students should include positive contributions to teaching and learning outcomes of classrooms.
12. CFE is intended to add the concrete dimension to theories, models, and other methodologies taught in the teacher education curriculum.
13. Sites for CFE should be selected to acquaint teacher education candidates with the wide range of a teacher's work.
14. The responsibilities of those who coordinate field experiences should include actual, on-site classroom observations as a basis for data gathering and the analysis of student performance.
15. The work of the EFE Task Force should be continued.

Future Task Force Directions

Future efforts of the EFE Task Force will concentrate on the completion of the items listed on the outline submitted earlier as part of an interim report, and on which closure has not yet been reached; possibly involvement of ad-hoc committee work; and a compilation of a final report. Some of the issues yet to be resolved are:

1. What provision needs to be made for systematic evaluation of the time devoted to field experiences and the nature of the experience to ensure that student learning meets the objectives of the program? Coordinators of CFE experiences should collect, analyze, and report this data.
2. How should the length and the nature of CFE be related to the maturity, experiential background and other needs of students?
3. To facilitate CFE in the schools, what guidelines should be developed relative to inservice activities, appropriate supervision, and follow-up studies? This task should be completed by an ad-hoc committee comprised of an EFE Task Force representative, elementary and secondary techniques professors, University coordinator, cooperating teacher, and school instructors and administrators.
4. Should grades be assigned? Pass-fail may be appropriate for some levels of CFE while marks should be assigned in student teaching.

Appendix VII

Collaborative Partnerships

Task Force Year End Report - May 1986

Introduction

The following recommendations, coupled with our March 27, 1986, memorandum, are presented as the final report of the Collaborative Partnerships Task Force. They have been developed by committee consensus process and represent examples of potential university-local education agency partnership linkages and activities.

Recommendations

1. Linkages and collaborative partnerships to be considered by the university and LEA's in the service area are:
   a. Public school faculty and administrators should be utilized as resource people/consultants in university teacher education classes to address concerns and answer questions of pre-service teachers. Suggested topics might include, but need not be limited to the following.
      (1) Routine school/classroom activities
      (2) Student discipline/control
      (3) "How to" sessions
      (4) Co/extra-curriculum responsibilities
      (5) Teacher/administrator/student interpersonal relationships
   b. Public school and university personnel who work with pre-service teachers should meet to:
      (1) Become cognizant of role expectations and responsibilities of university and local education agency personnel
      (2) Design/tailor field experiences for pre-service students
      (3) Determine learner purposes, objectives and performance experiences
   c. Arrangements should be developed whereby local education agency and university personnel can exchange information, ideas, points-of-view, current trends, realities in the public schools and in the university.
      (1) On site visits by LEA and university personnel should assist visiting personnel with the realities of the collaborating agencies.
   d. Discussion sessions should be scheduled on a regular basis in which the concept and purpose of collaborative partnerships can be fostered.
   e. The university should provide resource staff to assist local education agencies in
      (1) Implementing legislation and/or Department of Elementary and Secondary Education regulations
      (2) Developing and implementing an instructional management system
      (3) Inservice training in such areas as - classroom management, techniques, computer assisted instruction, computer software evaluation, student motivation techniques, discipline policy procedure, liability teacher and administrator evaluation, boards of education, tutoring system, current issues and practices, and wellness programs
   f. The university and the local education agency should develop a personnel exchange program - ie., teacher/professor exchange. This would provide for the sharing of skills, expertise, and knowledge.
   g. The university should provide workshops for first-year teachers cen-

tering around solutions of problems encountered in full-time teaching.

h. Curriculum consultation linkages should be initiated as a cooperative venture between the local education agencies and the university.
i. An increased number of off-campus courses should be made available to public school practitioners. Further, the university should develop a more effective extension/off-campus course information dissemination system.
j. The university should develop a permanent structure for dissemination of information, i.e., The Foreign Language Clearinghouse.

2. The criteria for the selection of pilot high school and elementary school collaborative partnership sites are recommended to be:
   a. All personnel (boards, administration, staff/faculty) to be involved in collaborative partnership agreements must be committed to the concept of local education agency - university alliances.
   b. The pilot elementary school list should not be selected from the same district as the pilot high school site.
   c. Local education agencies and the university must be willing to commit the necessary resources that will ensure quality agreements and responsibilities. These include payment of necessary expenses and providing released time for personnel involved in such activities.
   d. The local education agency must be able to provide appropriate opportunities for a wide range of activities.
   e. Final high school and elementary pilot site selection should be located within an approximate radius of 50 miles of Cape Girardeau, Missouri.
   f. The local education agency must be an accredited institution as identified by the Missouri Department of Elementary and Secondary Education/ University of Missouri, Columbia.
   g. The local education agency should have a recognized, high quality staff and a comprehensive educational program.
   h. Both the local education agency and the university must agree to the premise that collaborative agreements may be dissolved by either party.
   i. The local education agencies and the university should develop clear objectives for collaborative partnership agreements.

3. The school districts recommended to be considered, from which the high school pilot site will be initially selected for collaborative partnerships agreements, are:
   a. Cape Girardeau Public Schools
   b. Chaffee Public Schools
   c. Charleston Public Schools
   d. Delta Public Schools
   e. New Madrid County Schools

4. The school districts recommended to be considered, from which the elementary school pilot site will be initially selected for collaborative partnerships agreements, are:
   a. Cape Girardeau Public Schools
   b. Charleston Public Schools
   c. New Madrid County Schools
   d. Scott County R-IV Public Schools (Benton)

Appendix VIII

Selecting, Rewarding, and Training Cooperating Teachers

Task Force Year End Report - May 1986

Introduction

To facilitate the effective training of a student teacher requires a collaborative effort by the cooperating teacher, student teacher, the school administrator, the public school system, and the University. The roles of each influence should be well-defined and understood. The cooperating teacher is a most vital part of the student teaching program in providing a role model for teaching performance and in assisting student teachers in developing the skills and criteria essential to being a successful teacher. The University should aid the cooperating teacher via a training program concerning the expectations of the University regarding the teacher education program and the roles and skills of the personnel involved. The University coordinator should be trained in analyzing effective teaching and be capable of assisting cooperating teachers in developing strategies and resources to aid student teachers in the appropriateness of their needs. The impetus of supervising the student teacher is to come mainly through the cooperating teacher who has the University as a resource agency. Remuneration of cooperating teachers should, therefore, include adequate intrinsic and extrinsic rewards.

Role and Training of the Cooperating Teacher

1. Role of the cooperating teacher
   a. To participate in an entry orientation meeting with the student teacher, administrator, and university supervisor.
   b. To provide input in the selection and assignment of the student teacher.
   c. To provide in a supportive atmosphere, a positive learning experience by assisting the student teacher in the accomplishment of each of the following objectives:
      (1) To become oriented to the school, personnel, policies, equipment, and forms
      (2) To collect and interpret information on students for making decisions concerning the students
         (a) to test students
         (b) to evaluate student work samples and other data
         (c) to study student records
         (d) to formulate instruments for collecting data for promotion, placement, retention, or competency testing
         (e) to observe student behavior and analyze
      (3) To apply techniques for managing classroom situations
         (a) to utilize motivational techniques
         (b) to use the school discipline policies
         (c) to physically arrange the classroom for maximum benefit
         (d) to critique methods utilized and provide alternatives
      (4) To plan instructional activities
         (a) to adopt correct lesson-planning methods
         (b) to use blocked-time instruction
         (c) to become familiar with core curriculum

(d) to utilize spiral curriculum/IMS
(e) to plan for a variety of grouping situations
(f) to plan for initial presentations, practice presentations, and review presentations
(g) to plan content and sequencing of activities appropriate to learner's characteristic needs

(5) To evaluate the different phases of instruction (i.e., specifying targets for observations critical to the success of the lesson.)
(a) to utilize performance-based evaluation criteria
(b) to utilize Bloom's Taxonomy

(6) To work with others including parents, peer professionals, and administration
(a) to participate in parent-teacher conferences
(b) to participate in staffing
(c) to visit other classes
(d) to attend faculty meetings

(7) To translate theory and research into practice as demonstrated by implementing appropriate teaching strategies.

D. To observe student teacher's teaching performance and record/share data via the performance-based evaluation system.

E. To participate in, at the conclusion of the student teaching, a conference for evaluating the experience with the student teacher, administrator, and university supervisor.

F. To have the primary responsibility of issuing the grade.

2. Training of the cooperating teacher:
A. Workshops and seminars should be provide both on and off campus for cooperating teachers and/or student teachers. The purposes would be to
(1) reinforce positive practices, and
(2) anticipate and alleviate difficulties and problems.
B. The course Supervision of Student Teachers should be required for cooperating teachers prior to the assignment of a student teacher.
C. The cooperating teacher should have training in items C, 2-7 above.

Criteria for Selecting Cooperating Teachers

1. Have earned a B.S. degree (Graduate work preferred).
2. Be recommended by administrator.
3. Be willing to participate as demonstrated by a genuine interest in working with student teachers.
4. Have no technique students at that time.
5. Be an active participant in a professional organization and professional activities.
6. Have three years experience.
7. Have experinece with an instructional management system.
8. Have experience with evaluation of teaching via a performance-based system.
9. Be able to demonstrate and analyze the basic principles of teaching and learning.
10. Have completed the course Supervision of Student Teachers.

Remuneration for Cooperating Teachers

1. The University should provide adjunct appointment with the full rights and privileges, including parking, library use, etc., of the college faculty.
2. For each student teacher, the cooperating teacher should receive waiver of fees for a three-semester hour course.
3. The University could designate the cooperating teacher as a master teacher after the teacher has served five semesters.
4. The University should hold an annual banquet to honor cooperating teachers.
5. The University could select a Cooperating Teacher of the Year.
6. The University could send a personal thank-you note to the cooperating teacher and a copy to the administration of the cooperating school.
7. The University should provide resource and consulting services of its faculty to cooperating districts.
8. The cooperating teacher should receive a minimum of $125.00 per eight week period.

Role of the School Administrator

1. To participate in an entry orientation meeting with the student teacher, cooperating teacher, and University supervisor.
2. To meet with University personnel to determine placement needs and to recommend a cooperating teacher.
3. To consult with eligible cooperating teachers to obtain their agreement to accept a student teacher.
4. To provide University personnel with a list of LEA faculty interested in being cooperating teachers.
5. To serve as a liaison between the district and the University.
6. To serve as a local source in developing awareness of professional responsibilities of teaching.
7. To participate in an orientation meeting with the student teacher, cooperating teacher, and University supervisor.
8. To have the option to allow the student teacher to observe alternate teaching styles at the same grade level.
9. To have the option to evaluate the student teacher using a performance-based evaluation system.
10. To have the option to participate in, at the conclusion of the student teaching, a conference for evaluating the experience with the student teacher, cooperating teacher, and University supervisor.

Role of the University Supervisor

1. The University supervisor's responsibilities to the student teacher will be as follows:
   A. To assist student teachers with the selection of possible teaching assignments.
   B. To assist the director of student teaching with the placement of student teachers.
   C. To conduct entry and exit seminars.
   D. To make periodic on-site visits to student teachers.
   E. To conduct student teaching seminars on lesson planning and classroom management.

2. The University supervisor's responsibilities to the cooperating teacher will be as follows:
   A. To assist in staff development of cooperating teachers
      (1) to provide an orientation program outlining the goals and objectives of the University Teacher Education Program.
      (2) to define the role of University supervisor and the cooperating teacher.
      (3) to provide a systematic itinerary of conferences and on-site visits
      (4) to facilitate communication between the cooperating teacher and the student teacher.
   B. To offer inservice programs on such topics as the following:
      (1) Instructional Management Systems
      (2) Performance-Based Evaluation
      (3) Strategies for Effective Supervision
      (4) Classroom Observation Techniques
      (5) Teaching Strategies
      (6) Professionalism
      (7) Using Educational Research to Improve Teaching Techniques (Course content/objectives will be outlined by committees with the student teacher, the administrator, and cooperating teacher, expert in the respective fields in order to assure specific skills.)
   C. Facilitate the appropriate utilization of the University Teaching Learning Center and the pending Clinical Education Lab.

3. The University supervisor will conduct an entry orientation meeting and an exit conference for evaluating the student-teaching experience.

Appendix IX

Inservice Staff Development and Dissemination

Task Force Year End Report - May 1986

Introduction

This task force was given the following charges: 1) develop a network for dissemination of task force activities; (2) explore new delivery systems for inservice faculty and staff development (college and public schools) and (3) identify areas/topics that need attention.

In our work this year, we discovered that identifying areas/topics that need attention was intricately linked with delivery systems for inservice faculty and staff development, so we addressed these issues in two groups: (1) Inservice-Public and Private Schools, and (2) SEMO Faculty Development. Responsibility for our other charge was split into two groups reported below as (3) Dissemination-Newsletter and (4) Dissemination-Networking.

Recommendations from these four groups which have been approved by our entire task force are recorded below. At our next meeting on May 6, 1986, we expect to consider some additional recommendations. A revised report reflecting the disposition of those recommendations will be submitted.

Recommendations

1. Inservice - Public and Private Schools
   A. We recommend that the Center for Science and Mathematics Education model for inservice needs for schools which provides for cooperative planning of courses and workshops be expanded to include all subject areas and other educational concerns.
   B. We recommend that involvement in cooperatively-developed inservice activities be recognized as a significant portion of regular faculty loads.
   C. We recommend that the University establish the capability for effective inservice education. This capability must include provision for stimulating, developing, conducting, and maintaining cooperative inservice activities (workshops, short courses, conferences, consultations, etc.) in partnership with schools and teachers in SEMO's service area.

2. SEMO Faculty Development
   A. We recommend that the College of Education and Behavioral Science continue to recognize SEMO faculty for grant-writing activities and encourage SEMO faculty to participate in grant-writing opportunities (including seminar sessions on procedures and techniques).
   B. We recommend that the College of Education and Behavioral Science reward faculty with a $450 honorarium in travel money (over and beyond that provided in the guidelines for travel allocated based upon degree of participation--presenting, delegate, etc.--and level of meeting--state, regional, national/international conference) for each article accepted for publication in a national/international refereed journal.

3. Dissemination - Newsletter
   A. We recommend that staffing and resources be provided to disseminate information not only for the duration of the task forces but also as an ongoing vehicle for two-way communication afterwards.
   B. We recommend that ONE newsletter incorporate information from all sources relevant to teacher education (e.g., CARE, CSME, etc.).
   C. We recommend that the first newsletter be made camera-ready to conserve costs and speed distribution.
   D. We recommend that the newsletter be called Partnerships in Education.

4. Distribution - Networking
   A. We recommend that networking be conceived as threefold: a newsletter, speaker's bureau (composed of members from all task forces), and the encouragement of personal contacts.
   B. We recommend that video presentations be constructed about our redesign (why/where we are going,etc.).
   C. We recommend that exhibits at professional meetings and other heavily-peopled locations (including pamphlets, etc.) be used for dissemination purposes.

Alan G. Zetler
Western Montana College
Dillon, Montana 59725

Rural Teaching or Teaching in a Rural Place?
A Comprehensive College Program to Address the Difference

Literature written for the small school audience often repeats the necessity to prepare teachers specifically for the unique needs of rural districts. Recommendations usually state that two aspects of training should be addressed -- the pedagogical and social differences found in the rural community and its school. However, the diversity existing in rural schools does not allow for easy generalizations and the adoption of a standard rural teacher preparation curriculum.

The rural program in teacher education at Western Montana College was designed for the particular degree of population sparsity and geographical isolation found in the northern Rocky Mountains and high plains region. Transfer of specifics to other areas of the nation demands caution. Conceptual elements of the program may have wider application.

Education graduates of Western Montana College, like those of other colleges in the region, typically take their first teaching position in a small district. The actual figure at Western is seventy-five (75) percent. Under traditional preparation, candidates trained under an urban model suddenly found themselves in a rural place instead. Some made rapid adjustments, others did not. In any event, the city classroom was the expectation and working in a small district was a condition to be tolerated for a short while or learned anew.

The pattern of job placement and the demographics were too consistent and pervasive to depend on such happenstance for a supply of rural teachers. A program was needed in which rural elementary and secondary teachers were prepared for rural assignments intentionally -- intent by the student and intent by the college. In the state of Montana, this meant training teachers willing and able to assume positions requiring instructional and community coping skills not normally found in college curricula.

Several steps were planned to bring about the necessary changes. (1) Seek designation from the University System Regents as an official Rural Education Center to legitimize the effort. (2) Target the specific school sizes for which rural preparation is intended. In this instance, targeted schools were high schools of 100 or less 9-12 enrollment, the elementary school in those same districts and independent elementary "country" schools of one, two or three teachers. (3) Conceptualize the program after an exhaustive literature search and examination of target school needs. (4) Translate the conceptual ideas into definitions and

components understood by higher education and the public school sector. (5) Operationalize the definitions and components into actual academic program modifications.

As the steps were carried out, several conclusions crystallized and became fundamental assumptions for the program's direction. These assumptions are debatable. First, successful teachers from small schools can move to larger school teaching more effectively than can the reverse move take place. Second, specific rural skills could be adapted to larger schools and communities while the reverse is not necessarily true. Third, coping with rural living and teaching demands the acquisition of tool skills usable in diverse rural circumstances instead of learning concrete skills appropriate only for specific districts and towns. Fourth, psychology in itself is not adequate to explain the range of human behavior found in rural schools and communities. An understanding of some principles of applied anthrolopogy is also necessary to successfully teach in a rural setting.

The college teacher education program was changed in several significant ways. Graduation in secondary education with a single extended major was discontinued in favor of major/minor combinations. Information and courses needed for student career decisions were moved to the beginning freshman level. This included matters of certification, accreditation, law, supply/demand and other topics formerly covered in upper division foundation courses. The premise behind the move was to get accurate information to students before they planned college goals.

Anthropology became a required course for all students by the sophomore year, the study deviating from traditional cultural anthropology. Instead, the ethnographic approach of applied study is stressed. The early field experience requirement was then designed using the observation techniques previously acquired.

The small school became the norm when discussing the future teacher's instructional and social functioning. College juniors and seniors who will intentionally seek rural positions can take two specialized elective courses, one in pedagogical modifications and the other in community living.

Two practices were retained that lend support to the rural mind set. Student teaching can be requested anywhere in state in any size district including one-room elementary (114 currently operating). The process is expensive for the college with districts as far as 600 miles from campus being utilized. The other practice is the in-service field operation established in 1980. A field coordinator works exclusively with rural teachers and administrators in the target districts.

The field coordinator is currently assembling a final component of the rural program. Ten rural sites around the state of Montana are being designated as field training centers where early field and student teaching

can take place without college candidates having to worry about housing, professional support, district acceptance, etc.

A number of problems arose in the rural changeover due to immediate reactions, traditional assumptions, logistics and flaws in the transition from conceptual ideas to operations. Faculty in some disciplines had difficulty comprehending why any behavioral study other than psychology was needed for rural teachers. It became a threat to some staff when the newly hired anthropologist questioned traditional assumptions, requested empirical evidence and asked "Why?"

The early field requirement is scheduled within a campus day format and creates problems for students trying to visit schools. Also, the time is too short to progress beyond recording observations into the area of child interaction. A suggestion by the new administration to consider a second professional semester may cure the problem.

Some students with rural backgrounds have had their fill of "rural" and hope to use teaching as a pathway to the bright lights. The college must guard against projecting the image that it prepares only rural teachers.

Finally, regardless of efforts, the reality shock and professional isolation confronting new rural teachers will still take place although hopefully minimized. It is essential that a support network be expanded to help new professionals. Hugs, handshakes, telephone calls, on-site visits and curricular aids are but a few of the needs.

Rural teaching implies taking advantage of small size rather than trying to miniaturize urban schoolrooms. The successful rural teacher understands the limited social condition the open countryside has to offer. It is toward those ends the rural training program at Western Montana College is directed.

Chris Reynolds, Language Arts Teacher
Rock River School
PO Box 128
Rock River, WY 82083

USING DRAMATIC ARTS TO PROVIDE CULTURAL ENRICHMENT IN A RURAL SCHOOL

Dramatic arts may be viewed as a collaborative art form that provides cultural enrichment for its audience and its participants. This literary style is designed to be seen as well as heard. These principles are applicable for students in Kindergarten through twelfth grade.

A week-long dramatic arts festival was developed to provide the opportunity to experiment in various dramatic genre within the framework of a small, isolated eastern Wyoming K-12 school facility. The festival incorporated involvement from students, from faculty, from community members, from staff, as well as from neighboring local high schools, middle schools, and elementary schools.

Although the festival presently is conducted in a facility that is fully-equipped, consisting of a one hundred and seventy-five seat theater in a newly-constructed K-12 school with a popultion of 97, Rock River's annual drama festival began four years ago as an idea in an antiquated building that had withstood a fire that leveled the structure, and the test of seventy-five graduating classes in a gym that did service as a sports facility, an auditorium, and as a theater.

The invitation to participants is open to any intepretation, orchestration, dramatization or improvisation that participants prepare. No attempt is made to analyze the performances verbally or in writing. No attempt is made to judge the performances. The sole intent of the festival is to expand the concept of audience for the performers.

Past presentations have included a 50 member troupe from an elementary school in Laramie, Wyoming; a drama club from Wheatland, Wyoming; the local community support group; and a band from Laramie Junior High whose participants played 55 gallon steel drum lids.

Because of the nature of familial involvement in the small, rural community of Rock River, it has been important for siblings and other family members to have the opportunity to observe each other in the process of performing. In larger, metropolitan areas, such sibling audiences are not as readily feasible.

The popularity of the festival is attested by the involvement of five additional schools, as well as Rock River School, that participated this past year. Increased involvement is anticipated in future years.

Project REACH

Presentation Abstract
for
Exposition 86 Conference

Project REACH (Respecting Our Ethnic and Cultural Heritage) is a nationally validated multicultural education program presently being disseminated throughout the United States. In schools which have become REACH adoption sites, the program has proven effective in carrying the message of multiculturalism to majority and minority students alike, and in helping all students learn more about their own cultural background. The REACH professional training program has created renewed commitment on the part of teachers and a fresh perspective in the field of multicultural education. Project REACH was originally developed in a small, rural school district in Arlington, Washington. The program is uniquely designed to help students in relatively isolated communities learn about the rich diversity of cultural groups that contribute to the overall American experience. Program products which will be demonstrated at this REACH awareness presentation include the following:

1. An outline of the REACH professional training program and curriculum development process for implementing multicultural education.

2. The REACH Ethnic Perspectives Series of student booklets: The Black American Experience, The Native American Experience, The Asian American Experience, and The Mexican American/ Chicano Experience (middle and high school reading level).

3. Classroom materials for implementing the four phases of the REACH curriculum: Human Relations Skills, Cultural Self Awareness, Multicultural Awareness, and Cross-Cultural Experience.

4. Two slide/tape programs presenting the Cultural Self Awareness and Cross-Cultural Experience phases of the REACH curriculum.

5. The Ethnic Awareness Survey and Social Group Survey evaluation instruments designed to assess cognitive and affective student gains in multicultural education.

6. Handouts related to the history, rationale, structure, and implementation of Project REACH, including an article by the project director published in James Banks' recent NEA book: Education for the 80's: Multiethnic Education.

Project Director: Gary Howard
Arlington School District
600 East First
Arlington, Washington 98223
(206) 435-2156
or
(206) 435-8682

Bennie McKay
Richland Parish School Board
PO Box 599
Rayville, LA 71269

Where to After Assessment?
(A Rural School Project)

Purpose

Educators accepting the responsibility of assuring every child access to a comprehensive and quality educational program must plan for pre-vocational, personal adjustments, vocational training and job training. An assessment is needed that provides vocational information to assist with the process of placing handicapped students in vocational classes, in job related training and in sites for on-the-job training.

The northeast rural parishes of East Carroll, Madison and Richland formed a consortium to seek federal funds and initiate a vocational assessment program for the handicapped students. A much needed curriculum was also developed by the consortium. This curriculum bridges the gap between a formal education and a future career. It is believed that with the implementation of the curriculum, the dropout rate and the handicapped unemploymnet rate will decrease.

Objectives

The major objectives of the consortium are to:

- Vocationally assess the handicapped students for training and employability.
- Develop and implement job related training activities.
- Select and develop appropriate sites for training.
- Make appropriate job match or placements for each handicapped student.

Rural Focus

Although employment of the rural handicapped student is the ultimate goal, a reduction in the number of school dropouts is expected. With the implementation of the curriculum and training program the handicapped student's educational and vocational needs will be met more appropriately than ever before.

The activities designed to accomplish the goals and objectives will be under the direction of a Career/Vocational Facilitator, one in each parish, with a coordinator for the total program. The facilitators will provide the guidance in the pre-vocational/vocational program that is necessary for encouraging and supporting the educational goals of each student. Assistance to the handicapped student in developing a positive self image, realistic work attitudes, and suitable career goals will be a major responsibility of the facilitators. The facilitators will also enlist the rural community employers willing to participate and provide suitable career work sites. They will assist the parish supervisors in investigating sources of funding and available resources that may assist with the implementation of this program, in an area with limited funds.

CONCURRENT SESSIONS

WEDNESDAY, OCTOBER 8, 1986

1:30 - 2:30 PM

William Matthes, Associate Dean
College of Education, University of Iowa
N 459 Lindquist Center
Iowa City, IA 52242

COUNSELORS IN RURAL SCHOOLS: IMPLICATIONS OF ISOLATION FOR PROFESSIONAL DEVELOPMENT

Referred to as "a child" of the progressive movement (Cremin, 1961) counselors in schools find themselves in ill-defined roles, without support, and vulnerable to budget reductions (Peer, 1985). Given the lack of budgetary and staff flexibility, this vulnerability is magnified in rural school districts. The unique contributions counselors can make to rural schools are frequently diminished by professional isolation. Isolated counselors use teachers and administrators as reference groups, thus losing their uniqueness while non-isolated counselors identified more with the profession (Wasson and Strowig, 1965).

An essential element in "maintaining" the uniqueness of counselors in rural school is to provide appropriate conditions for professional practice. Professional development opportunities and support systems are essential elements in the creation of these conditions for professional practice.

Of particular interest is the type of induction processes and nature of support systems which exist in rural schools given the isolation and uniqueness of counselors. During the spring of 1986 the new counselors in Iowa (N=60) were surveyed. The focus of the survey was upon:

a. the nature of the induction processes used for counselors

b. the type of problems new counselors encountered

c. the nature of the support system for the resolution of the problems

The analysis of the data compares new counselors functioning in rural, urban, and suburban school districts. The response rate was 85% (N=51). The data gives some insight into the induction processes, type of problems new counselors encounter, and the nature of the support system which exists in different types of school districts. From these data implications can be drawn for maintaining the uniqueness of counselors in rural school districts.

Marilyn Kay Johnson
Chairperson, Special Education
University of Alaska
Anchorage, AK 99508

TITLE: "KEEPING IN TOUCH"

Proposal Abstract

Literature in distance education (non-contiguous instruction) is repleat with statistics that document the high dropout rate of students enrolled in courses or training programs serving rural communities.

Models that have more successfully addressed this problem have adopted extensive procedures for "keeping in touch" with students in unique and personal ways. This presentation will explore the strengths and weaknesses of various procedures for advising, monitoring, and generally encouraging students who are frequently in rural or remote sites without the conventional support of face-to-face instruction or peer interaction. While advanced technology has made the job of learning and instruction at-a-distance easier, in many instances the use of these advancements without real knowledge of their purpose for interaction support has simply run the already high expense of distance education even higher.

Specific procedures for keeping off-campus students closely tied to instructors, on-campus resources and urban and rural peers will be presented. These will include specifics on structuring and timing communications, building interaction into delivery models and personalizing efforts for maximum effectiveness. The source of the session information will be the presenters own experiences with college teaching efforts in rural and remote settings of Alaska as well as an involvement with international efforts and the literature that addresses this problem in the United States and around the world.

Participants will go away from the session with practical ideas that have been sorted and evaluated through discussion for use with their own student populations.

RELATIONSHIP BETWEEN COGNITIVE STYLE, CULTURE AND SCHOOL LEARNING: IMPLICATIONS FOR THE LIMITED ENGLISH PROFICIENT CHILD

Michael A. Kaplan, Ph.D.
654 Galisteo St.
Santa Fe, New Mexico 87501

In today's multicultural, multilingual world, teachers and speech/language pathologists are increasingly called upon to work with children who speak a variety of languages and come from different cultural traditions and ethnic backgrounds. To be fully effective in our intervention strategies, professionals need a clear understanding of the nature of language, language variation and how language relates to culture.

The dilemna of this situation is that we can't teach within a context where cultural differences still exist if we don't know what some of the cultural differences are. Culture and national identity constitute one of the most important areas of life study. We, as individuals, are products of our specific cultures. It is the critical understanding of culture that is essential to any and all education. However, it is impossible as educators/clinicians to provide the best possible educational opportunity without being aware of and responsive to cultural pluralism and ethnic diversity.

Culturally patterned learning and experiences within the family during the years of primary socialization influence the ways in which children from different cultures approach learning in school. The exact relationship between these culturally patterned cognitive styles and what goes on in school is only now being researched. Ramirez and Castenada (1974) have stated: "As a function of having experienced certain socialization practices and lifestyle(s), children bring with them to school a predisposition or preference for a cognitive style, which in turn affects the degree of their ability to function effectively within certain kinds of educational environments" (p.43).[1] With the advent of P.L. 94-142, school systems are asked to consider the cognitive and affective aspects of how different children learn so that appropriate intervention strategies and learning environments can be provided to maximize achievement; the Lau Remedies (Lau v. Nichols, 1975) suggested the following:

> The second part of a plan must describe the diagnostic/prescriptive measures to be used to identify the nature and extent of each student's educational (i.e. cognitive/linguistic) program utilizing the most effective teaching style to satisfy the diagnosed needs. The determination of which teaching (intervention) style(s) are to be used should be based on careful review of both the cognitive and affective domains and should include an assessment of the responsiveness of students to different types of cognitive vs. cooperative learning patterns.2

Lesser (1971) points out that the implication of recognizing individual and cultural differences is based upon different instructional strategies that must be found to optimally promote the child's individual achievement of basic skills.[3]

It takes no special knowledge to recognize that we all have characteristic "styles" for collecting and organizing information into useful knowledge. Psychologists label these mental characteristics "cognitive styles" to explain the processes of mediation between stimuli and responses. The term "cognitive style" refers to "individual variation in the modes of perceiving, remembering, and thinking, or as distinctive ways of apprehending, storing, transforming, and utilizing information" (Kogan, 1971, p. 244).[4]

It is unlikely that differences in basic cognitive processes exist, but sociocultural factors play an important role in influencing which of possible alternative processes (visual or verbal representation) are evoked in a given situation and what role they play in the total performance. Characteristics which differentiate field-sensitive from field-independent individuals are those that reflect prepared modes of relating to, classifying, assimilating, and organizing the environment.

Cross-cultural studies have bridged four different fields in child development as related to cognitive style preference: perceptual, cognitive, social and linguistic. Because field independent and field sensitive cognitive styles are adaptive, it need not be surprising that people develop cognitive styles which are adaptive to life's situations. The work on sex differences, for example, offers additional support to the development of cognitive styles relevant to life circumstances. In addition, many researchers have studied the effects of socialization practices upon multicultural populations with similar results.

Along with changes in our understanding of what it is that children acquire from the various sociocultural influences have come changes in our understanding of why and how these changes occur. It has been suggested, for example, that much language learning is due primarily to maturation of cognitive and linguistic systems within the chld (McNeill, 1970; Sobin, 1973). Bruner (1978) integrated these behavioral and maturational concepts into a cognitive developmental theory, concluding that language acquisition is a matter of both maturation and social and physical interaction with the environment. This language use has been affected by cultural, ethnic and social class differences.

There is sufficient empirical and theoretical emphasis to warrant closer collaboration between educators and specialists in brain functioning to understand that bilingual/bicultural education is beneficial to all children. Within recent years, research has reinforced the concept of two separate cognitive styles each localized in a different cerebral hemisphere. Characteristics of the field-sensitive cognitive style are analogous to those identified with functioning of the right hemisphere, whereas characteristics of the field-independent cognitive style are similar to those identified as functions of the left hemisphere. The concept of field independence/field sensitivity can serve as the conceptual framework for linking culture to intellectual and affective behavior in children, as well as a tool for implementing cultural democracy in the classroom.

The cognitive style literature adds empirical evidence that many of our assumptions about cognition are simplistic. In reality, there is a complex relationship among cognitive style, ethnicity, intellectual capactiy and classroom behavior. There is a growing concern however, that there are differences in cognitive style - how one perceives is different from how one knows and feels. Cognitive style theory supports the philosophy of cultural democracy and asserts that an individual can remain identified with the lifestyle and values of his home while he becomes familiar with the lifestyle and value system of the mainstream. Since a chld's cognitive style is the result of uniquely, culturally determined teaching styles, a culturally democratic educational environment should incorporate the critical elements of the teachig styles characteristic of different cultural groups.

The content of remediation for multicultural populations does not have to be different from that utilized with monolingual children. They both have the same problem - first-language learning difficulty - and the same goal - communicative competence. There are, however, some points to keep in mind regarding appropriate intervention. For example, it is important to note that what is considered a dysfluency or voice problem in one culture may be acceptable in another (i.e. glottal clicks in Native American languages); phonological development on different systems of contrast in L1 may make development in L2 impossible or difficult; and syntax in L1 may interfere with L2 in word order, for example.[5]

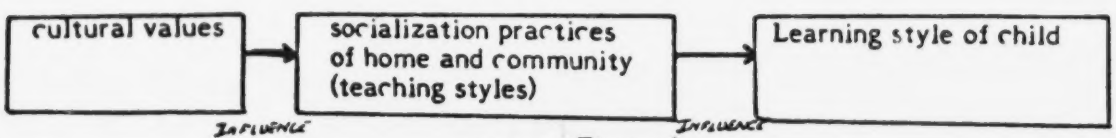

Figure 1

The multicultural population poses many questions that the speech pathologist has not yet answered. The professional must learn as much as possible about the contemporary culture of students and create learning environments and curricula which are compatible with student characteristics including what language(s) is to be used in therapy; what form does therapy need to take; what methods can one employ to carry out therapy in a language one has no knowledge of; how and when does therapy in two languages start; can one rely on the same principles and practices of intervention familiar with monolingual settings; how is one to work with an ethnic minority family who may speak no English?[6] Sucessful intervention strategies also depend upon the therapist's awareness of the variables that affect linguistic performance including:

1. dialect
2. code-switching
3. competence in native language
4. language loss
5. language modeling
6. experiential background
7. mobility
8. family perception of education
9. motivation/locus of control
10. exposure to primary/secondary language
11. handicaps
12. age of speaker
13. settings and conditions
14. speaker-listener dyad
15. measure/procedure selected
16. (learning) cognitive style
17. teacher-student interaction

The concept of cognitive style and it's relevance to teacher/therapist - student intervention is gaining prominence. Although cultures cannot be "lumped" together as possessing one cognitive style over another, the literature has shown a prevalence for field sensitivity among various multicultural populations. As educators we need to become aware of the possible relations between cognitive style, culture, and school learning. The mainstream of American culture teaches the chld to become field independent, verbal, and competitive; while the concept of cognitive styles of students from diverse cultural backgrouns is used to stereotype minority students rather than to identify individual differences. The question, "do minority students have a style of learning that is different from mainstream students?" becomes relevant when planning intervention strategies.

Ramirez and Castenada (1974) developed a scale by which a cognitive style profile could be developed for each student with subsequent classroom application. The following checklist outlines those characteristics of each style. Field Independent observable behaviors include:

1. preference to work independently
2. competitive and desirous of individual recognition, aggressive, high self-esteem
3. task orieted; inattentive to social environment when working
4. rarely seeks physical contact with teacher and interactions with teacher are kept to tasks at hand
5. initiates new tasks without help
6. seeks nonsocial rewards

Field Sensitive observable behaviors include:

1. likes to work cooperatively to achieve a common goal
2. likes to assist others
3. is sensitive to feelings of others
4. expresses positive feelings for teacher
5. seeks guidance and demonstration from teacher
6. seeks social rewards
7. highly motivated in one-to-one with teacher
8. passive interaction, low self-esteem

According to Ramirez (1975) the procedure to follow, whether in class or therapy, is to first teach the child in the style he/she is best suited and then gradually introduce the unfamiliar style, with the eventual development of a bicognitive style.[7] The child should have the ability to choose from either cognitive style depending upon the situation.

As professionals, we need to examine how we label individual proficiencies and deficiencies in terms of cognitive style; and the stimulation we provide to develop particular styles.

There are many promising practices being developed on intervention strategies with multicultural populations. Lerman and Cortez (1978) provide a comprehensive model for meeting the needs of language impaired children from bilingual backgrounds. Although their model was prepared for hearing impaired, its principles can be applied to all handicapping categories for personalizing instruction.

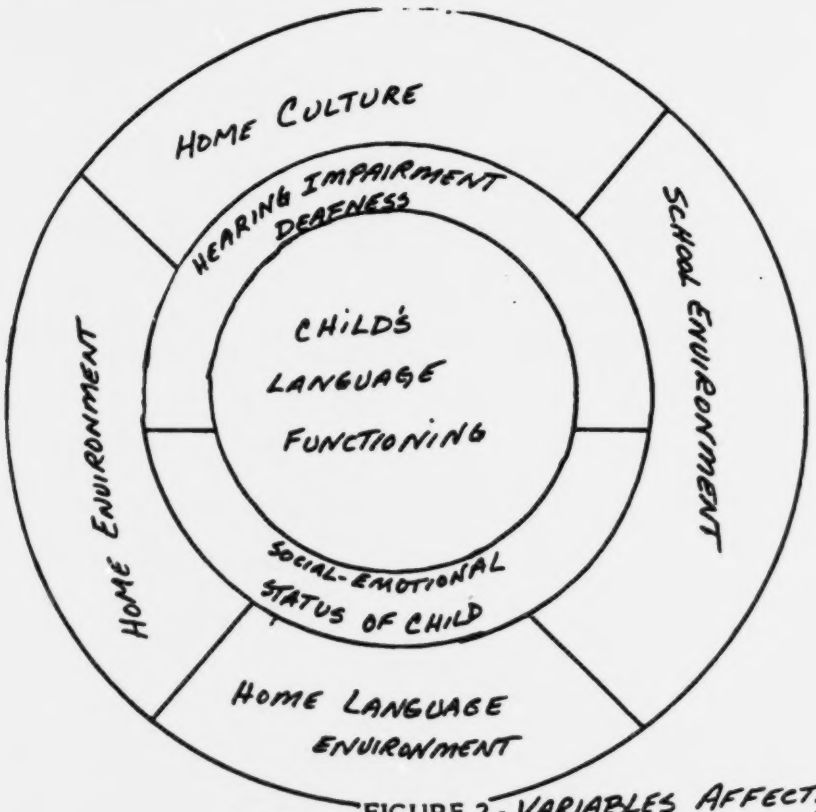

FIGURE 2 - VARIABLES AFFECTING LANGUAGE FUNCTIONING

VARIABLES AFFECTING LANGUAGE FUNCTIONING

Each area of the figure includes the following components:

I. Child's language functioning

- A. language used by the child
- B. child's mode of communication
- C. competence in communication

II. Social-emotional status/mode of child (e.g. social interaction, success, school adjustment)

III. Culture

- A. background and family
- B. factors affecting parents functioning with the child

IV. Home language environment

- A. patterns of communication in the family (e.g. competence, attitudes towards English, language use with the child)
- B. avenues of communication in the home
- C. patterns of residence
- D. language of materials in home

V. Home environment

- A. description of (e.g. caregivers, family eduation)
- B. economic factors
- C. neighborhood

VI. School environment

- A. patterns of school enrollment
- B. school's accommodation of bilingual or Limited English Proficient (LEP) children (percentage in school, number of bilingual personnel, school language programs)
- C. teacher/therapist relationship with the child

VII. Handicapping condition

- A. general consideration (age of onset)
- B. role of parents.[9]

It is the components of this model that become the critical data of the Limited English Proficient (LEP) child. The role of the speech pathologist helps the child acquire language. Dulay, Burt and Krashen (1982) provide the following guidelines for acquiring language:

1. Maximizing the student's exposure to natural communication.
2. Focus on the message being conveyed, note the linguistic form.
3. Incorporate a silent period, so the child can listen to the language.
4. Encourage and create situations in which the child can interact with native speakers.
5. Use concrete referents.

6. Create an atmosphere where the students are not embarrassed by their errors.[10]

Language acquisition takes place best when input is provided that is comprehensible, interesting and relevant, not grammatically sequenced, and provided in sufficient quanity.

Traditional classrooms have their own culture; however, for many children, the culture of the classroom is quite different than their home culture. In order to succeed in school, bilingual children must learn the content that is presented, but to learn this content, they must first learn the "rules" of the classroom game. Westby and Rouse (1986) describe the classroom culture using Hall's paradigm of high and low culture. He suggests that classroom cultures vary along a cintiuum in the degree to which their communicative messages are contextualized. In a high context culture, most communicative information is internalized in the person, with very little verbally transmitted. Individuals learn through observation of unanalyzed routines. These cultures are rooted in the past and are slow to change (this concept appears similar to field sensitive cognitive style. A low context culture is highly individualized with relatively little involvement with people. An orientation to group solidarity does not exist, most of the communicative informatio is in the verbal code (similar to field independent cognitive style). According to Hall (1976), mainstream American education is toward the lower end of the continuum, while multicultural populations relative to the culture of the school is toward the high end. (Note: Variation exists among members of any cultural group along this and the field independent-sensitivity continuums. A minority should not be judged as fitting into one end of a scale in its entirety).

The result of this continuum causes conflict because of different cultural values, individual roles of members, language function, and use of time. As with individual cognitive styles, the understanding of cultural influences on learning is imperative in the education of those children who are language/learning disabled in their home culture. The emphasis in the classroom is to take the child from high context to low context activities. High context activities do not emphasize competition and there is no attempt by teachers to determine incorrect or correct responses. No activity is totally controlled by the teacher, and there is no time restraint. Language is context dependent. Activities reference those familiar to the child. A transition is made when the child is successful in these activities. Activities are introduced that combine aspects of both contexts (transitional) and are followed by low context activities (e.g., calendar time, book reports). At the same time that high context activites are used in school, low context activities are introduced in the home. In high context activities, the child is given models to follow and there are immediate rewards. In low context activities, contextual cues are absent and comprehension is dependent upon internal language. All activities involve specific teacher strategies that can be incorporated into other intervention strategies:

A. Enabling: encourages student to reflect on or become aware of aspects of discussion or activity.

   1. Modeling: deomstrates desired activity.
   2. Directed attention to salient characteristics: orients to task or focuses attention on specific components of task.
   3. Reminding cues: assists child to remember cues.
   4. Discourse cues: adults engage in informal conversation to convey concept.
   5. Proposing novel strategies: introduces new idea into conversation.
   6. Relating unknow to known: relates new activity to previously experienced event.

B. Responding to lack of information: deals with incorrect response.

1. Informing: provides correct incormation if children lack information or if response is incorrect.
2. Monitoring questions: asks child to judge response.

C. Sustaining: encourages child to expand response.

1. Acceptance: indicates child's response was acceptable.
2. Request for more information: usually follows acceptance response and requests additional information.
3. Acknowledgement: accepts response that may not be correct in order to encourage participation.

D. Encourages peer conversation: stimulates talk among students and allows them to control conversation.

1. Branching: allows associative responses to occur which stimulate group talk.
2. Talking to/asking: reminds children to talk to each other.

E. Requesting justification: requires child to explain response.

F. Maintaining on-target behavior: refocuses student to topic.

1. Directed action or attention to recognize salient characteristics: alerts student to specific aspects of activity.
2. Repetition of teacher question: acknowledges student's statement and repeats question with emphasis.
3. Alerting to inappropriate or perseverative responses: indicates is off-target.
4. Checking: request clarification.
5. Reprimand: informs child of inappropriate response.
6. Restructures task to highlight specific components: alter question to alert child to particular features.[11]

Language remediation, whether language is impaired in L1 or L2, needs to follow a specific pattern so as to not confuse syntax (e.g., word order or lexical items). It's important to realize and understand that a child may be language impaired rather than an English-as-Second-Language (ESL) learner. Langauge development should follow specific levels.

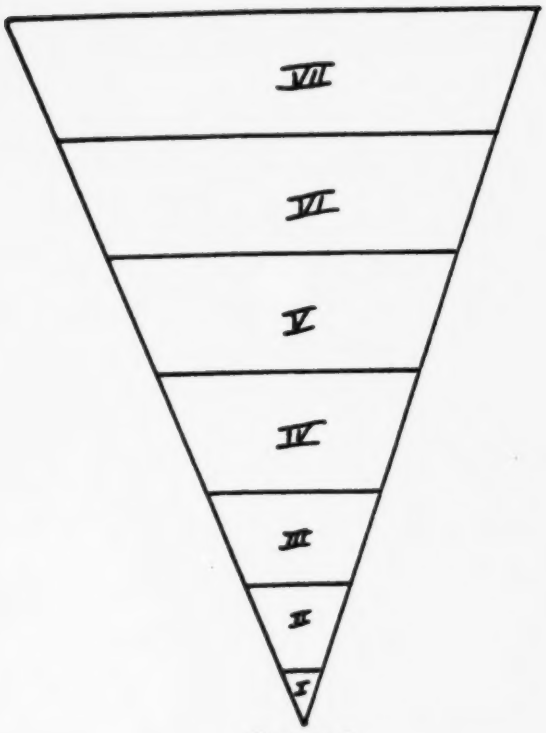

Figure 3
Levels of Language Development[13]

The culturally different child is not in therapy to be adjusted to Western notions of what is right in therapy. The child and his/her culture from the starting point for the therapist to understand. Each move in therapy will have to be evaluated for its effectiveness and suitability to the individual situation.

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FIELD-INDEPENDENT-OBSERVABLE BEHAVIORS

Instructions: Rate the child for each behavior below by placing a check in the appropriate column.

Name _____ Grade _____ School _____ Date _____

Ethnicity _____ Observer's Name _____

Situation or Lesson _____

Observable Behaviors	FREQUENCY: Not True	Seldom True	Sometimes True	Often True	Almost Always True	Comments
Relationship to Peers:						
1. Prefers to work independently						
2. Likes to compete and gain individual recognition.						
3. Task oriented; is inattentive to social environment when working						
Personal Relationship to Teacher:						
1. Rarely seeks physical contact with teacher						
2. Formal: Interactions with teacher are restricted to tasks at hand.						
Instructional Relationship to Teacher:						
1. Likes to try new tasks without teacher's help						
2. Impatient to begin tasks; likes to finish first.						
3. Seeks nonsocial rewards.						
Personal Characteristics:						
1. Aggressive interaction with others.						
2. High self-esteem and body concept.						
Characteristics of Curriculum Which Facilitate Learning:						
1. Details of concepts are emphasized: parts have meaning of their own.						
2. Deals well with math and science concepts.						
3. Based on discovery approach.						

Figure 10: Field-Independent Observable Behaviors

FIELD-SENSITIVE BEHAVIORS

Instructions: Rate the child for each behavior below by placing a check in the appropriate column.

Name _____ Grade _____ School _____ Date _____

Ethnicity _____ Observer's Name _____

Situation or lesson Observable Behaviors	FREQUENCY 1 Not true	2 Seldom true	3 Sometimes True	4 Often True	5 Almost Always True	Comments
Relationship to Peers:						
1. Likes to work with others to achieve a common goal.						
2. Likes to assist others.						
3. Is sensitive to feelings and opinions of others.						
Personal Relationship to Teacher:						
1. Openly expresses positive feelings for teacher.						
2. Asks questions about teacher's tastes and personal experiences; seeks to become like teacher.						
Instructional Relationship to Teacher:						
1. Seeks guidance and demonstration from teacher.						
2. Seeks rewards which strengthen relationship with teacher.						
3. Is highly motivated when working individually with teacher.						
Characteristics of Curriculum which Facilitate Learning:						
1. Performance objectives and global aspects of curriculum are carefully explained.						
2. Concepts are presented in humanized or story format.						
3. Concepts are related to personal interests and experiences of child.						
Individual Characteristics:						
1. Passive interaction with others						
2. Poor body image						
3. Low self-esteem						

Figure 9: Field-Sensitive Observable Behaviors

LEARNING DISABILITY OBSERVATION
(FIELD - SENSITIVE)

INSTRUCTIONS: RATE THE CHILD FOR EACH BEHAVIOR BELOW BY PLACING A SLASH IN THE APPROPRIATE COLUMN. CHILD SHOULD BE OBSERVED ONCE EVERY 10 SECONDS FOR 1 MINUTE. SCORES BASED UPON LIKERT SCALE (SLASHES SHOULD BE MULTIPLIED BY COLUMN VALUES). SCALE ADAPTED FROM RAMIREZ AND CASTENADA.

NAME _____ SCHOOL _____

OBSERVER'S NAME _____ GRADE _____ DATE _____

SITUATION OR LESSON_____ OBSERVABLE BEHAVIORS	FREQUENCY					COMMENTS
	not true 1	seldom true 2	sometimes true 3	often true 4	almost always true 5	
RELATIONSHIP TO PEERS:						
1. Likes to work with others to achieve a common goal.						
2. Likes to assist others.						
3. Is sensitive to feelings and opinions of others.						
PERSONAL RELATIONSHIP TO TEACHER:						
1. Openly expresses positive feelings for teacher.						
2. Asks questions about teacher's tastes and personal experiences; seeks to become like teacher.						
INSTRUCTIONAL RELATIONSHIP TO TEACHER:						
1. Seeks guidance and demonstration from teacher.						
2. Seeks rewards which strengthen relationship with teacher.						
3. Is highly motivated when working individually with teacher.						
CHARACTERISTICS OF CURRICULUM WHICH FACILITATE LEARNING:						
1. Performance objectives and global aspects of curriculum are carefully explained.						
2. Concepts are presented in humanized or story format.						
3. Concepts are related to personal interests and experiences of child.						
INDIVIDUAL CHARACTERISTICS:						
1. Passive interaction with others						
2. Poor body image						
3. Low self-esteem						
4. Easily distracted (extraneous movements)						
5. Increased reaction time necessary to respond.						

LEARNING DISABILITY OBSERVATION
(FIELD - SENSITIVE)

INSTRUCTIONS: RATE THE CHILD FOR EACH BEHAVIOR BELOW BY PLACING A SLASH IN THE APPROPRIATE COLUMN. CHILD SHOULD BE OBSERVED ONCE EVERY 10 SECONDS FOR 1 MINUTE. SCORES BASED UPON LIKERT SCALE (SLASHES SHOULD BE MULTIPLIED BY COLUMN VALUES). SCALE ADAPTED FROM RAMIREZ AND CASTENADA.

NAME _____ SCHOOL _____

OBSERVER'S NAME _____ GRADE _____ DATE _____

SITUATION OR LESSON_____ OBSERVABLE BEHAVIORS	FREQUENCY					COMMENTS
	not true 1	seldom true 2	sometimes true 3	often true 4	almost always true 5	
RELATIONSHIP TO PEERS:						
1. Likes to work with others to achieve a common goal.						
2. Likes to assist others.						
3. Is sensitive to feelings and opinions of others.						
PERSONAL RELATIONSHIP TO TEACHER:						
1. Openly expresses positive feelings for teacher.						
2. Asks questions about teacher's tastes and personal experiences; seeks to become like teacher.						
INSTRUCTIONAL RELATIONSHIP TO TEACHER:						
1. Seeks guidance and demonstration from teacher.						
2. Seeks rewards which strengthen relationship with teacher.						
3. Is highly motivated when working individually with teacher.						
CHARACTERISTICS OF CURRICULUM WHICH FACILITATE LEARNING:						
1. Performance objectives and global aspects of curriculum are carefully explained.						
2. Concepts are presented in humanized or story format.						
3. Concepts are related to personal interests and experiences of child.						
INDIVIDUAL CHARACTERISTICS:						
1. Passive interaction with others						
2. Poor body image						
3. Low self-esteem						
4. Easily distracted (extraneous movements)						
5. Increased reaction time necessary to respond.						

Sandra Silver
Dept. of Professional Ed.
Bemidji State University
Bemidji, MN 56601

COMPLIANCE WITH PL94-142 MANDATES
IMPLICATIONS FOR TEACHER TRAINING PROGRAMS

The passage of PL94-142, The Education For All Handicapped Children Act of 1975, brought a new awareness of the difficulties associated with providing special education services in rural areas. Sher (1977, p 51), divides these problems of education in sparsely populated areas can be divided into two categories "access and equity". He avers that rural school children have historically lacked access to the services and resources necessary to meet their special education needs. Furthermore, available services tend to be either inappropriate for the child's needs or inferior to the services available in urban areas.

Many barriers to the provision of quality special education programs in rural areas are also recognized. These include: funding inadequacies; difficulty recruiting and retaining qualified personnel; underdeveloped services; and transportation difficulties associated with large geographic spaces, sparse population, and geographic barriers (National Association for Retarded Citizens, 1980; Helge, 1981, 1983; Ondell, 1982; Kirmer, Lockwood, Mickler, & Sweeney, 1984). Schrag (1979) further believes that the PL94-142 mandates and the consistency with which they are applied may in fact hamper the provision of quality special education services in rural areas. Thus, the effective implementation of PL94-142 in rural areas is a critical challenge to the American educational system.

As early as 1964, the need to develop alternative administrative arrangements for the provision and administration of special education services in rural areas was recognized. At that time, Lord and Isenberg (1964) assert that most rural school districts are too small to provide programs to children that constitute a small proportion of the student body. Jordan (1966) also states that local school districts large in geographic area but small in enrollment are not an appropriate base for administering comprehensive program. Thus, traditional arrangements for administering schools in sparsely populated areas generally preclude the provision of special education services.

The passage of PL94-142 fostered a burgeoning of cooperative arrangements for the provision and administration of special education programs in rural areas. The reason behind this unprecedented growth was twofold. First, handicapped children could no longer be denied a free appropriate public education. Because the provision of adequate special education services within an individual school district was often unfeasible

due to a widely scattered and extrememly diverse special education population coupled with limited resources, cooperative arrangements seemed a logical alternative. Second, the requirement that each application for PL94-142 monies be for a minimum of $7500 fostered collaboration as many small rural school districts were unable individually to generate sufficient allocations to receive these funds.

Despite the lack of research regarding their efficacy, cooperative arrangements have increased greatly in number (Helge, 1984). Cooperatives exist because they are viewed as a more efficient or effective means of meeting one or more of a school district's goals. Given an increased geographic area and a larger population base, cooperative arrangements are able to provide a greater continuum of services and better meet the needs of low-incidence populations residing in rural areas.

Cooperative arrangements vary on many dimensions. These include: number of school districts served; mode of governance; funding sources; staffing patterns; services rendered; professional personnel employed; and stated goals. Even where uniformity might be expected (i.e. intermediate units operating under the same state mandates) a large amount of variance occurs (Weatherman, 1975).

Regional cooperatives are not, however, a panacea for the difficulties inherent in providing special education services to handicapped childreb residing in rural areas. Cooperative arrangements may produce or exacerbate a variety of problems including: transportation difficulties; parental involvement; interpersonal roadblocks; goal displacement; locus of decision making; physical location of the unit; personnel administration; and abrogation of responsibility for handicapped children to the cooperative unit (Helge, 1981, 1984a; Ondell, 1982; Kirmer et al., 1984).

The need for research concerning the provision of special education services in rural areas is well recognized (Jordan, 1966; Sher, 1977; Helge, 1984). Despite the recognition of need, a dearth of research exists. The meager body of literature that does exist is viewed as: lacking experimental research; lacking sophistication; largely experiential based; failing to provide a comprehensive view of the rural education situation; and, limited in its usefulness for policy formation (Stephens, 1984). Thus, the need for continued research in the field of rural special education is evident.

Given the challenge of implementing PL94-142 in rural areas along with the growth of cooperative arrangements, this study is aimed at discovering the aspects of PL94-142 that prove both most and least problematic for rural special education cooperatives. Policy implication resulting from this study will be delineated.

Research Methodology

Sample. The United States is divided into ten Federal Education Regions. This study draws its sample from two of them: Region IV comprised of eight Southern States, Alabama, Florida, Georgia, Kentucky, Mississippi, North

Carolina, South Carolina, and Tennessee; and, Region V comprised of six Midwestern States, Illinois, Indiana, Michigan, Minnesota, Ohio and Wisconsin. These two regions were selected because they include some of the nation's most rural areas.

The survey sample was obtained by writing to the State Department of Education in each of the 14 states in Federal Education Regions IV and V and requesting a listing of special education cooperatives. Through this information it was determined whether cooperative arrangements existed within the state of concern. For the purposes of this study, a cooperative is defined as any inter-district administrative arrangement that provides specific services to member school districts. Cooperatives range from informal agreements between two or more local school districts to structures imposed by a state education agency with a regulatory or service orientation. Two states, South Carolina and Florida stated that cooperative arrangements did not exist and were eliminated from the sample.

The lists provided by several State Departments of Education (Mississippi, North Carolina, Alabama, Kentucky, and Ohio) failed to indicate whether listings constituted individual school districts or cooperative arrangements. These states were therefore contacted to verify the existence of cooperative arrangements. This procedure led to the elimination of Mississippi and North Carolina from the sample population as their respective State Departments of Education indicated that administrative authority for special education programs rested solely with either an individual school district or a single county school district.

The remaining listings were then examined to determine the cooperatives serving primarily rural areas. For the purposes of this study, a rural cooperatives is located in an area with less than 150 inhabitants per square mile or where more than 60% of the county inhabitants live in rural areas as defined and measured by the United States Census Bureau. Cooperatives serving regions located within a Standard Metropolitan Statistical Area are not considered rural.

This process resulted in the identification of 157 rural cooperatives in 10 states (see pTable 1). The director of each cooperative was then selected for inclusion in the survey.

Table 1
Sample Population of Rural Cooperatives

Region IV		Region V	
State	Number of Cooperatives	State	Number of Cooperatives
Alabama	1	Illinois	22
Georgia	14	Indiana	19
Kentucky	15	Michigan	21
Tennessee	1	Minnesota	37
		Ohio	7
		Wisconsin	20
Totals	31		126

Instruments. To collect data regarding compliance with the mandates of PL94-142, a written questionnaire was developed. The total design method (Dillman, 1978) was used to guide the format and distribution of the questionnaire and to enhance the response rate. This method specifies that the questionnaire be typed in 12 point print and reduced by 79%. The questionnaire is printed in booklet form with the front cover comprised of a title, illustration, necessary instructions and the name and address of the sponsoring agency and the back cover used to thank respondents for completing the questionnaire and to ask for additional comments. Questions are grouped by content area and response category with the least objectionable and most important questions first and the demographic questions last. Aesthetic considerations are important. Therefore a vertical flow is established with questions typed in lower case and answers, comprised of words rather than numbers, typed in upper case. Transitions to aid in continuity are also specified.

The items for the questionnaire were generated from the manuals used by The Federal Office of Special Education and Rehabilitation Services in monitoring the states for compliance with the mandates of PL94-142. A four point response scale was used for each question: always, usually, rarely, and never. Numerical scores assigned to the responses were 1, 2, 3, and 4 respectively. An unanswered question was assigned a value of 0.

To determine content validity, the questionnaire was submitted to an expert panel including various professors of special education, members of county offices of education, and one memeber of the Federal Office of Education. A pilot test was conducted using a sample of 70 special education administrative units in the Western United States. Based on the results of the pilot study, several questionnaire items were revised.

Factor analysis using a varimax rotation was performed to determine the questionnaire items accounting for the greatest amount of variance. This led to a reduction from 53 to 37 items. (The original and final questionnaire are displayed in Appendix A.) A reliability assessment using Cronbach's Alpha resulted in a standardized item alpha of .85.

In accordance with the procedures specified by Dillman, each questionnaire was assigned an identification number located in the upper right hand corner of the front page for follow-up purposes. A cover letter along with a self-addressed stamped envelope were mailed to each subject on a Tuesday. One week after the original mailing, a postcard serving as a thank you to those who had responded and as a reminder to those who had not was mailed. Three weeks after the first mailing, a letter and replacement questionnaire was sent to all non-respondents. At the end of seven weeks, a third and final mailing took place.

Data analysis. As responses were received, each questionnaire was coded using the numberical values assigned to the response scale (always=1; usually=2; rarely=3; never=4; no response=0). The data was then entered for use with the Frequencies program from the Statistical Package for the Social Sciences to determine the individual items that proved bost least and most difficult for rural cooperatives regarding compliance with the mandates of PL94-142.

Results

Of the 157 rural cooperative directors surveyed in Federal Education Regions IV and V, 135 (86%) usable responses were received. One person (from Illinois) refused to complete the questionnaire. Another person (from Kentucky) had retired and the position had not been filled. (This information was sent by a person in the agency who had previously completed the questionnaire). Twenty survey recipients failed to return the questionnaire (see Table 2).

Of the 135 completed questionnaires, six respondents (two from Minnesota, one from Illinois, one from Georgia, and two from Kentucky) indicated that they represented individual school districts rather than cooperative arrangements and were eliminated from the data analysis procedures. By states within regions, the sample population of usuable responses is displayed in Table 2.

Table 2
Responding Cooperatives

Region IV				Region V			
State	Eligible Respondents	Responses Received	%	State	Eligible Respondents	Responses Received	%
Alabama	1	1	100	Illinois	21	16	76
Georgia	13	12	92	Indiana	19	19	100
Kentucky	12	12	100	Michigan	21	18	86
Tennessee	1	1	100	Minnesota	35	30	86
				Ohio	7	6	86
				Wisconsin	20	14	70
Totals	27	26	96		123	103	87

The following items were judged least difficult for rural cooperatives to implement since 75% of the cooperatives surveyed indicated that they always complied with these items.

1. Individual assessments are performed by qualified personnel (98%).
2. Parental permission is obtained prior to assessing a child suspected of having special education needs (93%).
3. Parental approval is obtained prior to placing a student in a special education program (92%).
4. Due process procedures exist to resolve conflicts that arise between the parents and the school district regarding any aspect of the special education placement procedures (88%).
5. IEPs are reviewed on a yearly basis (85%)
6. Special education teachers attend the IEP review meeting (83%).
7. Children are assessed in their native language (83%).
8. Child Find activities are conducted (81%).
9. The IEP contains all the components required by law (80%).
10. The parents of each child referred for special education evaluation receive an explanation of their rights (77%).
11. Evaluations are conducted by a multidisciplinary team (77%).

12. No single procedure is used as sole criterion for placement in a special education program (77%).

13. If parents disagree with the team decision, attempts are made to reconcile differences (75%).

In contrast, the responding cooperatives reportedly always complied with the following items a maximum of 30% of the time. These items therefore appear to pose the most difficulty for rural cooperatives.

1. Regular educators are prepared to handle special education students placed in the regular classroom (6%).

2. Regular educators take responsibility for special education students placed in their classrooms (16%).

3. Teachers who refer students for special education services are given suggestions to help accommodate these students (19%).

4. Assessments are completed within the time limit specified by PL94-142 (20%).

5. Evaluation personnel attend the IEP review meeting (26%).

6. Inservice programs on special education procedures are provided for regular educators (26%).

7. Classroom alternatives are tried before a student is referred for special education services (30%).

8. Special educators know special education laws (28%).

9. Parents attend IEP meetings (30%).

Discussion

The PL94-142 mandates that prove least difficult for the rural cooperatives surveyed can be divided into three major categories; (1) parental rights, (2) assessment issues, and (3) the Individual Education Plan (IEP). Each of these catgories will be discussed.

Rural school districts apparently have little difficulty obtaining parental permission to assess students referred for special education services. Survey respondents also report little difficulty obtaining permission to place students in special education programs. These findings coincide with the findings of a longitudinal study concerning the implementation of PL94-142 conducted by the Stanford Research Institute (Write, 1982) and may result in part from the preliminary emphasis and institutionalization of PL94-142 procedural requirements as well as the existence of adequate due process procedures. It may also be related to parents' willingness to unquestioningly accept school

district decisions. This is not surprising in view of traditional rural values that afford the school and its personnel a highly respected place in the community making it difficult for some parents to question the school's decisions. Furthermore, despite the provision of the law requiring that parents be informed of their rights, parents may not understand these rights. This occurs because parents are often provided a paper listing the rights specified by PL94-142. Moreover, parental permission may be obtained via mail further limiting the opportunity to clarify questions and assure complete understanding of these rights.

Compliance with items concerning assessment of students referred for special education services proved remarkably easy for the rural cooperatives surveyed despite reported difficulties recruiting and retaining qualified personnl. It therefore appears that the means of providing adequate special education assessments do exist. One explanation for compliance with issues regarding student assessment is the use of community service personnel or services located at some distance from the local school. While such arrangements may preclude the provision of services on a regular basis, they are sufficient to provide the assessments needed. It is also important to note that student assessments did not occur within the time limit specified by PL94-142. This may result from variations between state and federal timelines. It may also result from the existence of assessment backlogs (Write, 1982).

Assessing students in their native language did not pose a problem for the rural cooperatives surveyed. As several respondents indicated, this issue had rarely, if ever arisen due to an absence of non-English speaking students.

Child Find activities are also reported frequently by survey respondents. This also coincides with the Stanford Reasearch Institute's findings. Moreover, in rural communities, people tend to know each other. This makes handicapped children readily identifiable. In addition, due to scarce resources and rural tradition, public agencies tend to work together. This enhances the Child Find process.

Most IEPs reportedly contain all required components. It is not unreasonable to assume that the use of state or regional forms that clearly indicate the required components account for the high degree of compliance noted. In addition, the specificity of the law, the emphasis on procedural requirements, and the state and federal monitoring procedures that regularly occur may also contribute to the ease of compliance.

IEP reviews generally occur on a yearly basis as specified by law. Within the regions studied, the special education teacher usually attends these meetings. Since a small number of students receive special education services, it is relatively easy for special educators to keep track of student needs and attend the review meetings.

The items that proved most difficult for rural cooperatives in complying with the federal mandates, according to this survey, are: (1) issues related to personnel knowlege regarding special education; (2) the timelines specified by the law (discussed previously); and, (3) parental attendance at IEP meetings.

From the results of this survey, regular educators appear either unwilling or unable to work with handicapped children in the regular classroom. One possible explanation for this phenomenon is the lack of suggestions given to regular educators who have referred students for special education services. Another possible explanation is the lack of inservice education provided to regular educators regarding special education. Write (p 127) states that "continually pushing inservice training aside seems to pose an impediment to the successful implementation of PL94-142." Moreover, most of the inservice that has been conducted has been procedural in nature rather than applicable to staff problems. Therefore, resistance to mainstreaming persists.

Parental attendance at IEP meetings may be low because of distance factors. Considerable distance from the child's school due to sparse population, school district consolidation, and regional programs coupled with additional commitments (i.e. family, work, etc.) may preclude parental attendance at the scheduled meetings. Although the law does specify that meetings be held at mutually agreeable times, parents may not request an alternate meeting time due to either a lack of knowledge of their legal rights or their willingness to abide by the school's decisions (discussed previously).

Policy Implications

This survey raises several issues that have implications for both teacher training programs and state legislatures. The implications for each of these agencies will now be discussed.

Teacher Training Programs. This survey indicates that school personnel lack knowledge regarding special education. Thus, both pre-service and inservice training programs for regular educators should include a greater emphasis on the handicapped child in the regular classroom. This training should include a series of courses that encompass:

1. an overview of special education including information concerning a variety of handicapping conditions;
2. the legal mandates and their ramifications for the classroom teacher;
3. practical methods for modifying the classroom to accomodate handicapped children; and,
4. practical experiences that enable both current and prospective educators to realistically practice these techniques.

This training should be retroactive (required of all teachers currently in the field as well as those in training). It should also be conducted

at the local school district level for practicing teachers to assure applicability and transfer of skills learned.

Not only do regular classroom teachers need additional training, special educators also need additional training. Rural special educators are often responsible for the entire special education program. Current teacher training programs do not prepare the future special educator to assume this role and the accompanying responsibilities. Thus, rural special education training programs should include a series of courses that:

1. familiarize students with all aspects of PL94-142 including its implications for the school;
2. teach administrative skills including: policy and program development and implementation; finance; and curriculum development;
3. prepare special educators to consult with regular educators regarding the placement of handicapped children including procedures for modifying the classroom environment as well as adapting teaching materials and methodology;
4. provide consultation skills for working with parents, administrators, and other agencies; and,
5. provide assessment skills, including the ability to: conduct both formal and informal assessments; understand psychological and other types of assessment reports; and translate assessment data into educational programs.

With this training, special educators should be able to assume the roles and responsibilities demanded of the rural special education teacher.

While this survey shows that regular administrators have slightly better knowledge regarding special education than do teachers, most lack an understanding of special education laws and procedures. Since regular administrators often have responsibility for building special education programs, all rural administrative personnel should have training in:

1. special education laws, requirements, and procedures as well as their implications at the building level; and,
2. special education policy development.

Personnel considerations were frequently cited as posing difficulties for rural special education cooperatives. Inability to attract qualified staff was mentioned by many respondents. This is not surprising as Helge (1983) reports that 66% of the districts surveyed used emergency credentials to meet special education staffing needs.

Frequent staff turnover also poses problems for rural cooperatives. Helge reports an attrition rate of 30-50% among new rural special educators. Thus, teacher training institutions must institute programs that train special educators to serve in rural areas. These programs should:

1. actively recruit students from rural areas;
2. familiarize students with rural special education;

3. include extensive rural internships;
4. provide special educators with generalizable, non-categorical skills that will enable them to work with children possessing a variety of handicapping conditions;
5. train students to develop community resources;
6. enable students to serve as their own resources; and,
6. provide follow-up assistance for rural special educators during their first year of teaching.

These types of programs are important because when special educators are trained specifically for service in rural areas, turnover rates diminsh (Helge, 1984a).

State Legislature. Given the above recommendations for changes in teacher training programs, state licensure requirements should be monitored or reformulated to assure that both regular and special educators have both the skills and knowledge necessary to provide quality programs to handicapped children residing in rural areas. Moreover, given the sparse population base and large distances inherent in rural areas as well as the difficulties recruiting and retaining qualified personnel, it is imperative that states modify their teacher certification procedures to meet the needs of rural areas. Non-categorical certification that allows special educators to work with children having a variety of handicapping conditions has been successfully implemented in several states (i.e. Massachusetts and California). This type of certification is imperative as it allows more children to be served in their home school with a properly trained and certified teacher. Other states (i.e. Wyoming and Wisconsin) have also initiated certification requirements that are responsive to the needs of rural schools.

Another policy issue for state legislatures, funding, arises from respondent comments. Many survey respondents indicated that funding inadequacies led to service delivery problems. This occurs because the very nature of rural areas increases the cost of special education services. This makes current reimbursements for special eduction programs inadequate to provide a free appropriate public education to handicapped children residing in rural areas.

Respondents also commented concerning a lack of funds to provide services to students with low-incidence handicapping conditions. Programs for this population are expensive because of the student's service needs. Moreover, by definition, these types of handicaps occur infrequently. Hence, a rural school district may have but one or two children with a specific condition further increasing educational costs.

A lack of funds to attract qualified personnel was also cited as hampering the provision of quality special education programs. Survey respondents commented that the teacher salaries offered by rural school districts are not competitive with their urban counterparts. This makes it difficult to hire the personnel needed to provide quality special education programs.

It is therefore imperative that state legislatures recognize the additional costs inherent in providing special education services in sparsely populated areas. Weighted funding formulas that recognize the additional costs incurred by rural school districts in providing special education services should be implemented (Sher, 1977). Only then will equity of service be achieved.

Conclusions

This study surveyed cooperative arrangements to determine the aspects of PL94-142 that prove both least and most problematic in rural areas. It also delineated several policy issues concerning the provision of quality special education programs in rural areas.

First, teacher training institutions need to alter their preparation programs for both regular and special educators. All programs preparing educators to serve in rural areas should include:

1. familiarity with special education laws and procedures;
2. ability to modify the curriculum to accomodate handicapped learners;
3. specialized training concerning education in rural areas; and,
4. generalizable non-categorical special education skills.

Second, teacher certification boards should examine their teaching license requirements. To comply with the law and provide appropriate programs for all handicapped children, every regular educator needs to be familiar with a variety of handicapping conditions. Regular educators must also be able to accomodate the needs of handicapped children within the regular classroom. Moreover, special educators need to be knowledgeable concerning state and federal special education requirements. In addition, states that do not currently have rural and non-categorical special education certification should institute these types of teaching licenses. Only when the above conditions are met will rural school districts be able to hire adequately trained teachers and provide appropriate programs for the handicapped children they serve.

Third, the legislature needs to alter its funding formulas. These formulas need to be sensitive to the increased service costs experienced by rural school districts in the education of handicapped children. Only when adequate funds are available will equity of services be provided to all children throughout the nation.

Finally, additional study is warrented to aid in the development of rural special education policy and the improvement of services to handicapped children residing in rural areas.

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APPENDIX A

Original Questionnaire
Final Questionnaire
Initial Cover Letter
Postcard
First Follow-up Letter to Non-respondents
Second Follow-up Letter to Non-respondents

Is there anything else you would like to comment on concerning special education in rural areas? If so, please feel free to use this space for that purpose.

Also, any comments you wish to make that you think may help in future efforts at understanding the difficulties inherent in providing special education services in rural areas will be appreciated either here or in a separate letter.

Your contribution to this effort is greatly appreciated. If you would like a summary of results, please print your name and address on the back of the return envelope (NOT on this questionnaire) and a summary will be sent to you.

BEST COPY AVAILABLE

SPECIAL EDUCATION IN RURAL AMERICA

This study is aimed at understanding the difficulties encountered by rural school districts in providing services to handicapped children in need of special education and related services. Your time and cooperation is greatly appreciated.

Sandra Silver
Department of Special Education
Room 104
San Francisco State University
1600 Holloway
San Francisco, Ca 94132

The first section concerns providing **EDUCATIONAL SERVICES** to handicapped children. Realizing that within a give cooperative, educational services may vary from school district to school district, in this section please answer these questions in a manner which reflects the **OVERALL** situation in your cooperative. Please answer all questions. If you wish to comment on any of the questions, please feel free to use the space in the margins. Your comments will be read and taken into account.

The first set of **EDUCATIONAL SERVICE** questions concerns the **ASSESSMENT** of students referred for special education services. *Please circle the category which you feel most accurately describes the overall situation throughout your cooperative.*

(Please circle)

1.) Activities designed to locate, identify, and evaluate handicapped children exist.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

2.) Children are referred for special education and related services only after the resources of the regular school program have been considered.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

3.) Parental rights are explained to the parents of each child referred for special education evaluation.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

4.) Written parental permission is obtained prior to initiating special education assessment procedures.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

56.) My agency is best described as:

1 A REGIONAL STATE AGENCY

2 A FORMAL INTERMEDIATE UNIT
(the second level in a three tier state system)

3 A SPECIAL SCHOOL DISTRICT

4 A VOLUNTARY COOPERATIVE
(administrative authority has been granted to the cooperative by member school districts)

5 JOINT AGREEMENT COOPERATIVE
(service and advice are provided, administrative authority remains at the local school district level)

6 A SATELLITE COOPERATIVE
(Special education administrative services are provided by one school district to a number of small school districts in close proximity)

7 A SCHOOL STUDY COUNCIL
(also called school development councils)

8 OTHER (Please specify)_____

57.)My cooperative has been through a state compliance review in the last three years.

1 NO

2 YES (year 19__)

The last set of questions asks you to **DESCRIBE** your cooperative. This information will be used only in analyzing the data. Please rest assured that your answers will remain confidential.

Please *circle* the number of the item that most accurately describes your agency.

54.) The number of school districts in my cooperative is:

1 LESS THAN 15

2 15-29

3 30-49

4 OVER 50

55.) The square mileage covered by my cooperative is:

1 LESS THAN 100 SQUARE MILES

2 100-499 SQUARE MILES

3 500-999 SQUARE MILES

4 OVER 1000 SQUARE MILES

(Please circle)

5.) An individual assessment by qualified, licensed personnel is conducted for each child referred for special education services.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

6.) Evaluations are conducted by multidisciplinary team.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

7.) No single procedure is used as sole criterion for placement in a special education program.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

8.) Tests are administered in the child's native language.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

9.) Tests administered address specific areas of educational need.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

10.) Assessments are completed in all areas of suspected disability.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

11.) Assessment procedures are completed within 30 calendar days of receipt of parental permission to assess.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

(Please circle)

12.) A written report of assessment results is prepared by each person who evaluates the child.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

13.) For children with a suspected learning disability, a classroom observation is performed by someone other than the child's regular classroom teacher.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

14.) For children with learning disabilities, a written report of evaluation results including a statement of determination of a learning disability and the basis for making the determination exists.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

15.) For learning disabled children, each team member certified in writing that the evaluation report reflects his/her conclusions.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

16.) A separate statement is submitted by a team member if the above report does not reflect his/her conclusions.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

3.) My cooperative provides the following services:

(Please circle)

Psychological..... DIAGNOSTIC CONSULTANT DIRECT SERVICE

Social Work..... DIAGNOSTIC CONSULTANT DIRECT SERVICE

Speech and Language..... DIAGNOSTIC CONSULTANT DIRECT SERVICE

Adaptive Phys. Ed..... DIAGNOSTIC CONSULTANT DIRECT SERVICE

Occupational Therapy..... DIAGNOSTIC CONSULTANT DIRECT SERVICE

Physical Therapy..... DIAGNOSTIC CONSULTANT DIRECT SERVICE

Special Education Teacher (Please specify area(s))

_____ DIAGNOSTIC CONSULTANT DIRECT SERVICE

_____ DIAGNOSTIC CONSULTANT DIRECT SERVICE

_____ DIAGNOSTIC CONSULTANT DIRECT SERVICE

Other (Please specify)

_____ DIAGNOSTIC CONSULTANT DIRECT SERVICE

_____ DIAGNOSTIC CONSULTANT DIRECT SERVICE

_____ DIAGNOSTIC CONSULTANT DIRECT SERVICE

The next set of questions is aimed at understanding the administrative **SERVICES** provided by your agency.

Please circle the number of each category that applies.

51.) My cooperative serves as a(n):

1 SERVICE AGENCY

2 ADVISORY AGENCY

3 ADMINISTRATIVE AGENCY

4 REGULATORY AGENCY

52.) My cooperative provides the following administrative services:

1 BUDGET FORMATION

2 BUDGET REVIEW

3 SPECIAL EDUCATION PLAN FORMATION

4 SPECIAL EDUCATION PLAN REVIEW

5 PROGRAM SUPERVISION

6 IN-SERVICE EDUCATION

7 OTHER (Please specify)_____

8 _____

9 _____

The next section concerns **PLACEMENT** of children determined to be in need of special education services.

Please circle the category which you feel most accurately describes the overall situation in your cooperative.

(Please circle)

17.) An IEP meeting is held within 30 calendar days of determination of a need for special education services.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

18.) The following people participate in the IEP meeting:

a.) the child's teacher.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

b.) the child's parent(s).....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

c.) evaluation personnel.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

d.) administrative representative.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

e.) other (please specify) _____.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

19.) When it is determined that a special education need exists, a written IEP is completed prior to the provision of services.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

(Please circle)

20.) An IEP is implemented for each child diagnosed as having special education needs as soon as possible following the IEP meeting....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

21.) Written parental approval is obtained prior to placing any student in a special education program....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

22.) Students diagnosed as having special education needs are placed in appropriate classes.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

23.) Student placement is based on a written IEP.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

24.) If parents disagree with the team decision, attempts are made to reconcile differences.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

25.) Due process procedures consistent with state and federal requirements are in place.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

(Please circle)

46.) District superintendents are aware of district procedures for the determination of eligibility for special education services.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

47.) District superintendents are knowledgeable concerning special education legal requirements.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

48.) Cooperative personnel are aware of special education referral procedures for each building they serve.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

49.) Cooperative personnel are knowledgeable about special education legal requirements.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

50.) Cooperative personnel hold in-service programs regarding special education requirements for:

a.) regular education personnel.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

b.) special education personnel.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

c.) administrative personnel.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

(Please circle)

39.) Regular classroom teachers take responsibility for the education of each handicapped child while he/she is in the regular classroom.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

40.) All personnel serving handicapped children are qualified and hold appropriate credentials to teach the children placed in their classrooms.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

41.) Special education teachers have been provided information concerning building special education referral procedures.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

42.) Special education teachers know special education legal requirements.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

43.) Building principals are aware of special education referral procedures.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

44.) Building principals understand special education evaluation procedures.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

45.) Building principals understand special education placement procedures.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

The next section concerns **PROGRAMMING** for students determined to be in need of special education services.

Please circle the category that most closely describes the overall situation in your cooperative.

(Please circle)

26.) A continuum of alternative placements including regular class, special class, home instruction, hospital and institution, and support services in the regular classroom is available.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

27.) Children are educated in the regular classroom to the maximum extent possible.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

28.) An IEP is in effect at the beginning of the schools year for each child receiving special education services.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

29.) The written IEP contains:

a.) child's present level of performance.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

b.) goals.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

c.) objectives.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

d.) required special services.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

e.) participation in regular programs.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

f.) date of service initiation.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

g.) anticipated duration of services.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

(Please circle)

30.) IEP's are reviewed and/or revised at least yearly.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

31.) The following people attend the meeting to review or revise the IEP:

a.) the child's teacher.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

b.) the child's parent(s).....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

c.) evaluation personnel.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

d.) administrative representative.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

e.) other (please specify) _____.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

32.) Children receiving special education services are reevaluated at least once every three years.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

33.) Continuous evaluation of the effects of special education programs to insure high quality programs are made regularly.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

The next section concerns teacher knowledge of special education procedures. **KNOWLEDGE** of special education procedures.

Please circle the category which you feel best describes the **OVERALL** *situation in your cooperative.*

(Please circle)

34.) Regular classroom teachers have been informed of building special education referral procedures.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

35.) Regular classroom teachers understand special education diagnostic procedures.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

36.) Regular classroom teachers understand special education placement procedures.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

37.) For each child referred for special education services, the regular classroom teacher is given suggestions to help maximize student learning in the regular classroom.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

38.) Regular education personnel are adequately prepared to provide educational instruction and services to individuals with special needs.....-> ALWAYS USUALLY OFTEN SOMETIMES NEVER

Is there anything else you would like to comment on concerning special education in rural areas? If so, please feel free to use this space for that purpose.

Also, any comments you wish to make that you think may help in future efforts at understanding the difficulties inherent in providing special education services in rural areas will be appreciated either here or in a separate letter.

Your contribution to this effort is greatly appreciated. If you would like a summary of results, please print your name and address on the back of the return envelope (NOT on this questionnaire) and a summary will be sent to you.

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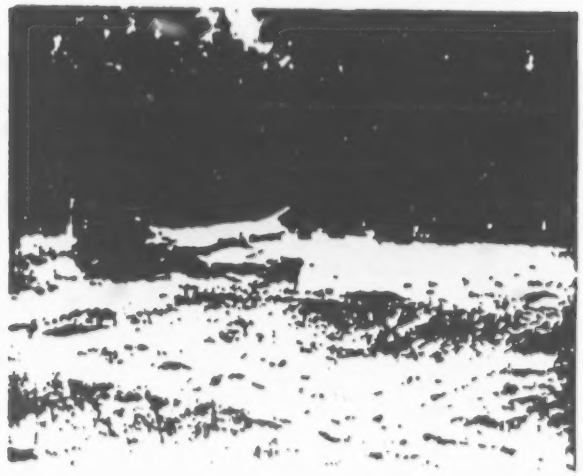
SPECIAL EDUCATION IN RURAL AMERICA



This study is aimed at understanding the difficulties encountered by rural school districts in providing services to handicapped children in need of special education and related services. Your time and cooperation are greatly appreciated.

Sandra Silver
Educational Administration and Evaluation
4607 Tolman Hall
University of California
Berkeley, CA 94720

The first section concerns providing **EDUCATIONAL SERVICES** to handicapped children. Realizing that within a give agency, educational services may vary from school to school, in this section please answer these questions in a manner that reflects the **OVERALL** situation in your agency. Please answer all questions. If you wish to comment on any of the questions, please feel free to use the space in the margins. Your comments will be read and taken into account.

The first set of **EDUCATIONAL SERVICE** questions concerns the **ASSESSMENT** of students referred for special education services. *Please circle the category that you feel most accurately describes the overall situation throughout your agency.*

1.) Activities designed to locate, identify, and evaluate handicapped children exist....-> ALWAYS USUALLY RARELY NEVER

2.) Children are referred for special education and related services only after the resources of the regular school program have been considered.....-> ALWAYS USUALLY RARELY NEVER

3.) Parental rights are explained to the parents of each child referred for special education evaluation.....-> ALWAYS USUALLY RARELY NEVER

4.) Written parental permission is obtained prior to initiating special education assessment procedures.....-> ALWAYS USUALLY RARELY NEVER

5.) An individual assessment by qualified personnel is conducted for each child referred for special education services.....-> ALWAYS USUALLY RARELY NEVER

6.) Evaluations are conducted by multidisciplinary teams.....-> ALWAYS USUALLY RARELY NEVER

49.) Please choose the **ONE** answer that best describes your agency.

1 A REGIONAL STATE AGENCY

2 A FORMAL INTERMEDIATE UNIT
(the second level in a three tier state system)

3 A MANDATED REGIONAL SERVICE AGENCY

4 A SPECIAL SCHOOL DISTRICT
(enabled by state legislation to provide designated services)

5 A VOLUNTARY COOPERATIVE
(administrative authority has been granted to the cooperative by member school districts)

6 JOINT AGREEMENT COOPERATIVE
(service and advice are provided, administrative authority remains at the local school district level)

7 A SATELLITE COOPERATIVE
(Special education administrative services are provided by one school district to a number of small school districts in close proximity)

8 A SINGLE COUNTY SCHOOL DISTRICT

9 AN INDIVIDUAL SCHOOL DISTRICT
Do you belong to a cooperative?
1 YES
2 NO
Why or why not?_____

_____

The last set of questions asks you to **DESCRIBE** your agency. This information will be used only in analyzing the data. Please rest assured that your answers will remain confidential.

Please fill in the blank with the number that best describes your agency. If you are unsure of any figure, please supply your best estimate.

42.) My agency serves _____ school district(s).

43.) My agency serves _____ schools.

44.) My agency serves approximately _____ square miles.

45.) My agency serves _____ handicapped children.

46.) The regular education population served by my agency is _____.

47.) My agency hires _____ professional personnel.

48.) A Special Education Compliance Review of my agency was conducted by the state in 19_____.

(Please circle)

7.) No single procedure is used as sole criterion for placement in a special education program.....-> ALWAYS USUALLY RARELY NEVER

8.) Tests are administered in the child's native language.....-> ALWAYS USUALLY RARELY NEVER

9.) Tests administered address specific areas of educational need.....-> ALWAYS USUALLY RARELY NEVER

10.) Assessments are completed in all areas of suspected disability.....-> ALWAYS USUALLY RARELY NEVER

11.) Assessment procedures are completed within 30 calendar days of receipt of parental permission to assess.....-> ALWAYS USUALLY RARELY NEVER

12.) A written report of assessment results is prepared by each person who evaluates the child.....-> ALWAYS USUALLY RARELY NEVER

The next section concerns **PLACEMENT** of children determined to be in need of special education services.

Please circle the category that you feel most accurately describes the overall situation in your agency.

13.) An IEP meeting is held within 30 calendar days of determination of a need for special education services.....-> ALWAYS USUALLY RARELY NEVER

14.) The following people participate in the IEP meeting:

a.) the child's teacher.....-> ALWAYS USUALLY RARELY NEVER

b.) the child's parent(s).....-> ALWAYS USUALLY RARELY NEVER

c.) evaluation personnel.....-> ALWAYS USUALLY RARELY NEVER

d.) administrative representative.....-> ALWAYS USUALLY RARELY NEVER

e.) a special education teacher.....-> ALWAYS USUALLY RARELY NEVER

15.) When it is determined that a special education need exists, a written IEP is completed prior to the provision of services.....-> ALWAYS USUALLY RARELY NEVER

16.) Written parental approval is obtained prior to placing any student in a special education program.....-> ALWAYS USUALLY RARELY NEVER

17.) If parents disagree with the team decision, attempts are made to reconcile differences.....-> ALWAYS USUALLY RARELY NEVER

18.) Due process procedures consistent with state and federal requirements exist.....-> ALWAYS USUALLY RARELY NEVER

41.) The following alternatives are used by my agency to provide special education services to handicapped children:

1 Hospital and Treatment Centers

2 Hospital Schools

3 Residential Schools

4 Special Day Schools

5 Special Day Classes

6 Resource Room Programs

7 Regular Classroom Without Consultation

8 Regional Special Schools

9 Regional Special Classes

10 Non-categorical Resource Rooms

11 Full Time Teacher/Consultant to Regular Educators

12 Itinerant Teacher/Consultant to Regular Educators

13 Itinerant Home Trainer

14 Parent Trainer with Support Services

15 Telephone Linkage of Teacher and Student

16 Televised Instruction

17 Other (Please Specify)_____

The next set of questions is aimed at understanding the **SERVICES** provided by your agency.

Please circle the number of EACH type of service provided by your agency.

38.) My agency provides the following services:

1 Psychological Services

2 Social Work Services

3 Speech and Language Services

4 Adaptive Physical Education Services

5 Occupational Therapy Services

6 Physical Therapy Services

7 Preschool Screening

9 Audiological Services

10 Other (Please Specify)_____

39.) In providing services to handicapped children, my agency actively uses:

1 Volunteers

2 Community Service Organizations

3 University Students

4 Paraprofessionals

5 Related Professionals

6 Other (Please specify)_____

40.) The following technologies are available for use by handicapped students served by my agency:

1 Microcomputers

2 Video Discs

3 Telecomunications

4 Satellite Communications

5 Other (Please specify)_____

The next section concerns **PROGRAMMING** for students determined to be in need of special education services.

Please circle the category that most closely describes the overall situation in your agency.

_____

19.) An IEP is in effect at the beginning of the school year for each child receiving special education services.....-> ALWAYS USUALLY RARELY NEVER

20.) The written IEP contains the child's current level of educational performance, long term goals, short term objectives, required special services, extent of participation in the regular education program, date of initiation of services, and expected service duration.....-> ALWAYS USUALLY RARELY NEVER

21.) IEP's are reviewed and/or revised at least yearly.....-> ALWAYS USUALLY RARELY NEVER

22.) The following people attend the meeting to review or revise the IEP:

a.) the child's teacher.....-> ALWAYS USUALLY RARELY NEVER

b.) the child's parent(s).....-> ALWAYS USUALLY RARELY NEVER

c.) evaluation personnel.....-> ALWAYS USUALLY RARELY NEVER

d.) administrative representative.....-> ALWAYS USUALLY RARELY NEVER

e.) special education teacher.....-> ALWAYS USUALLY RARELY NEVER

23.) Children receiving special education services are reevaluated at least once every three years.....-> ALWAYS USUALLY RARELY NEVER

24.) Continuous evaluation of the effects of special education programs to insure high quality programs are made annually.....-> ALWAYS USUALLY RARELY NEVER

The next section concerns **KNOWLEDGE** of special education procedures.

Please circle the category that you feel best describes the **OVERALL** *situation in your agency.*

25.) Regular classroom teachers have been informed of building special education referral procedures.....-> ALWAYS USUALLY RARELY NEVER

26.) Regular classroom teachers have been informed regarding special education placement procedures.....-> ALWAYS USUALLY RARELY NEVER

27.) For each child referred for special education services, the regular classroom teacher is given suggestions to help maximize student learning in the regular classroom.....-> ALWAYS USUALLY RARELY NEVER

28.) Regular education personnel are adequately prepared to provide educational instruction and services to individuals with special needs.....-> ALWAYS USUALLY RARELY NEVER

29.) Regular classroom teachers take responsibility for the education of each handicapped child while he/she is in the regular classroom.....-> ALWAYS USUALLY RARELY NEVER

30.) All personnel serving handicapped children are qualified and hold appropriate credentials to teach the children placed in their classrooms.....-> ALWAYS USUALLY RARELY NEVER

31.) Special education teachers know special education legal requirements.....-> ALWAYS USUALLY RARELY NEVER

(Please circle)

32.) Building principals are aware of special education referral procedure.....-> ALWAYS USUALLY RARELY NEVER

33.) Building principals have been informed regarding special education evaluation procedures.....-> ALWAYS USUALLY RARELY NEVER

34.) Building principals have been informed of special education placement procedures.....-> ALWAYS USUALLY RARELY NEVER

35.) District superintendents are aware of district procedures for the determination of eligibility for special education services.....-> ALWAYS USUALLY RARELY NEVER

36.) District superintendents have been informed of special education legal requirements.....-> ALWAYS USUALLY RARELY NEVER

37.) In-service programs regarding special education requirements are held for:

a.) regular education personnel.....-> ALWAYS USUALLY RARELY NEVER

b.) special education personnel.....-> ALWAYS USUALLY RARELY NEVER

c.) administrative personnel.....-> ALWAYS USUALLY RARELY NEVER

UNIVERSITY OF CALIFORNIA, BERKELEY

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SANTA BARBARA • SANTA CRUZ

SCHOOL OF EDUCATION

BERKELEY, CALIFORNIA 94720

May 7, 1985

Dear

As part of the joint doctoral program in Special Education Administration between the University of California, Berkeley and San Francisco State University, I am conducting a survey regarding the relationship of size and type of cooperative arrangement to the provision of special education services to handicapped children residing in rural areas. I invite your participation in this study through the completion of the enclosed questionnaire.

As a student interested in rural special education, I have become aware of the lack of research in this area. The need for research has been decreed in many of the articles I have read. This need is only beginning to be heard. I hope that this study will aid in filling the research gap which currently exists in the rural special education literature.

Please complete the enclosed form at your earliest convenience and return it in the stamped, self-addressed envelope provided. Each survey has been assigned a number to help in conducting follow up. Please be assured that your answers will remain confidential. Should you have any questions or wish to receive further information please feel free to contact me at the above address.

Thank you for your kind cooperation. Should you desire a summary of research findings, please print your name and address on the back of the return envelope and a summary will be sent to you. Your return of the enclosed questionnaire is greatly appreciated.

Sincerely,

Sandra Silver
Doctoral Student

May 14, 1985

Last week a questionnaire aimed at understanding the difficulties in providing special education services to handicapped children was sent to you. Your name was obtained from a listing of rural special education cooperatives provided by the State Department of Education.

If you have already completed and returned the questionnaire, I wish to thank you. If not, please do so today. Because the survey was sent to each cooperative in Federal Education Regions IV and V, it is extremely important that your response be included so that the results of this study can accurately represent the rural special education situation.

Sincerely,

Sandra Silver

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SANTA BARBARA • SANTA CRUZ

SCHOOL OF EDUCATION

BERKELEY, CALIFORNIA 94720

May 28, 1985

Dear

About three weeks ago I wrote to you concerning a study I am conducting regarding the provision of special education services to handicapped students residing in rural areas. As of today, you completed questionnaire has not been received.

This study has been undertaken due to the lack of information available regarding the administration of special education programs in rural areas. The need for research on this topic is noted repeatedly throughout the special education literature. While this research need is beginning to be addressed, it is hoped that this study will aid in filling the research gap and understanding the difficulties encountered when attempting to provide special education services to handicapped children residing in rural areas.

I am writing to you again because of the significance of each questionnaire to the interpretation of data received. Your name was supplied by the State Department of Education. Since the questionnaire was sent to each rural cooperative in Federal Education Regions IV and V it is essential that each questionnaire be returned so that the results of this survey can truly reflect the rural special education situation encountered in these two regions.

In the event our letters have crossed in the mail, please forgive my impatience. If by chance your questionnaire has been misplaced, a replacement questionnaire is enclosed.

Your cooperation in completing this survey is greatly appreciated.

Sincerely,

Sandra Silver
Doctoral Student

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SANTA BARBARA • SANTA CRUZ

SCHOOL OF EDUCATION

BERKELEY, CALIFORNIA 94720

June 25, 1985

Dear

I am writing to you about my study regarding the relationship of size and type of cooperative arrangement to the provision of special education services to handicapped children residing in rural areas. Your completed questionnaire has not yet been received.

The large number of questionnaires returned is very encouraging. However, whether this study will accurately depict the rural special education situation depends on you and the others who have not yet responded. This is because research suggests that those who do not respond may differ in some ways from those who do.

This study is one of the few being done on special education in rural areas. It is hoped that this study will not only describe the difficulties encountered in providing special education services to handicapped children residing in rural areas, but will also have legislative impacts. Thus the usefulness of this study depends on how accurately the responses portray the rural special education situation.

If for some reason my earlier correspondence did not reach you, a replacement questionnaire is enclosed. May I urge you to complete and return it as quickly as possible.

I will be happy to send you a copy of the results of this study if you want. Simply put your name, address, and "copy of results" on the back of the return envelope. I expect to have the summaries ready to send early next fall.

Your contribution to the success of this study is greatly appreciated.

If for some reason you have decided not to participate in this study, it would be helpful if you would take a few minutes to jot down your reasons for not completing the survey and returning it along with the questionnaire in the enclosed envelope. Thank you.

Sincerely,

Sandra Silver
Doctoral Student

Sandra Stuart-Siddall
Director - RCNP Center
California State University - Chico
Sierra Hall, # 202
Chico, CA 95929

Marketing Small Town Living

A common problem has emerged during the meetings and informal gatherings of previous ACRES conferences--How do you attract professionals to rural towns and, most importantly, how do you keep them there? One attendee of the Tuscon meeting said that the principal of her school district requests that all applicants for teaching positions come and live in the town for at least one week prior to the interview. The rationale behind this request is that the principal has had several teachers cancel their contracts mid-year and leave because either they, or their spouses, could not tolerate the small town environment. His frustration is great and, unfortunately, her experience is fairly typical.

The point then of this abstract, and subsequent paper, is to provide information and techniques to assist in the recruitment and acculturation of students considering rural careers. The Rural Clinical Nurse Placement Center at CSU, Chico is directly involved with this type of effort with respect to the nursing profession. The work experiences of students in rural communities participating in preceptorships have provided evidence that there are many positive qualities to be considered in rural towns. These highlights can and should be used by faculty and administrators to help the urban based student consider rural employment. For example, students participating through the Rural Clinical Nurse Placement Center have found that a professional has more visibility in the community, and that a professional is more appreciated by a community that has an understanding of the difficulties of retaining professionals.

These and other marketing suggestions will be discussed in the paper. It is the intent of the presentation to give tangible ideas to rural administrators/community people/faculty/politicians to assist in the recruitment and retention of professionals in their area.

TOPS

TEACHER OPPORTUNITY
PROGRAMMES
Private Box 682
Johannesburg 2000
Telephone (011) 29-2321
7th Floor
Manchester House
68 Von Wielligh Street
Johannesburg 2001

TEACHER OPPORTUNITY PROGRAMMES

An innovative training programme for
Black Primary School Teachers in the
Republic of South Africa.

by

Dr J Gerard Murphy: National Director of Teacher
Opportunity Programmes

paper prepared for: Annual Conference of the
National Rural and Small
Schools Consortium.
Western Washington University
Bellingham, Washington

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Introduction

The purpose of this paper is to provide information on the nature of Teacher Opportunity Programmes and its general organisation and administration. It gives a description of the programme, the agencies concerned its objectives, the circumstances that contributed to its emergence, the organisational structure and its modus operandi

The paper however, must be read against the backdrop of an education system in crisis because it is inextricably bound up with the politics of Apartheid the fundamental of which is separation and segregation of the various races on ethnic, cultural and language differences. The system is relentlessly pursued in spite of the fact that virtually all humanity, except for a few die hard South African racialists in Government and to the right of Government regard Apartheid as being abhorrent immoral and insupportable. It seems necessary therefore, to describe the scenario in which Teacher Opportunity Programmes operates.

The Crisis in Education in South Africa

The education system in South Africa is under close scrunity and has become a cause of great concern to those directly involved in education, to those in commerce, industry and the professions and to the world at large. The inadequacies of the system have been exposed with increasing fury since the Soweto riots of 1976. There has been wide discussion on the core problems and the directions to be taken to solve them are thrust at us by educationists of all races and from all part of the world.

The education of the indigenous black peoples of South Africa is the most critical and immediate problem that confronts South African society today because a gargantuan crisis exists, which, if not safisfactory resolved, will lead to great discord universal anguish and political and economic chaos in the years that lie ahead. The crisis in education was forcibly and distressingly brought home to the government by the Soweto riots on 16 June 1976. It was estimated by the Cillie´Commission that 20,000 thousand black

school children rioted and went on rampage of vandalism and wanton destruction. The rioters were confronted by police in armoured vehicles, who used teargas, batons and guns to quell the disturbances. Many people were killed and injured, and the damage to schools and other property was estimated at R8.5 million. In 1986 we are still faced with school boycotts and unrest unparalelled in our History.

The destruction we have witnessed since 1976 is not just an explosive response to actions of the army, the police and the authorities. It is the climax of over thirty years of extreme frustration and dissatisfaction with the educational dispensation which is provided. 10 years after the Soweto Uprising we find ourselves, in a worse situation. The fabric of our society is being ripped apart and we have a full scale state of emergency.

Black school children terrorize their teachers and devastate their townships and burn down the very buildings that were provided to educate them. It is not just vandalism. There are deeper reasons for the riots. The education provided for the black people is still seen as Bantu Education which for 30 years sought to peg the limits of human intelligence, and set up structures to contain those limits. The human intelligence has, after 30 years in a straight-jacket, busted the barriers and hollers to be free. Consequently that intelligence hurls itself against guns and teargas and batons and finally takes out its fury on the physical symbols of authority like buildings and alas, on its own self.

The violence, bitterness and discord continues with no sign of diminishing all over South Africa. The view of many people is, that the riots are politically inspired by groups who use the children to create political instability, and by criminal elements who can operate freely in the turmoil created. There may be some truth in that, but it is the opinion of educationists in all racial groups that the root cause remains the expression of extreme frustration and hatred of a system of education based on ideological separation which discriminates against them.

The History and Development of Education for Africans

The early history of Education for Africans in South Africa is one of missionary enterprise. Various missionary societies, such as The London Missionary Society, brough education to the Black people. Education was to a large extent the prerogative of the select few, since it was geared to the needs of the mission society concerned, rather than those of the community. Education was the handmaiden of the Christian religion, because conversion of the African was the principal objective, and this was to be affected by means of education.

From the beginning of the 20th century until 1954 the control of African education was divided between the churches, the state, the provincial education departments and the people themselves. Education was therefore very complicated, because of divided control. For example, at the primary level separate syllabuses and text books were used. Funding was never adequate, and because of that, there was a growing desire among Africans to have their schools administered in the same way as those of the Whites. Conditions were far from satisfactory. In 1950, the average school life of the African children who did go to school was only four years. Many never reached Standard 1. Conditions in most of the elementary schools left very much to be desired. Teachers were seriously overloaded, extremely ill-paid, and most of them were unqualified or had very low qualifications. Buildings were inadequate in numbers, often very primitive, and there was a grievous shortage of furniture, books, and other equipment.

BANTU EDUCATION

When the Nationalist government came to power in 1948 they appointed a commission on native education under Dr. W.W. M Eiselen. The commission reported in 1951, and as a result, with the introduction of Verwoerd's infamous Bantu Education Act No 57 of 1953 education for Africans was put under the control of the central government. He was then Minister for Native Affairs. In the House of Assembly in 1953 (Hansard, 17/9/1953) he said that Bantu Education had to be controlled in conformity with the policy of the

state. In the government's plan for South Africa, there was to be no place for the Bantu in the European community above the level of certain forms of labour. Within their own areas all doors would be open.

The Bantu Education Department was then set up. This step was taken largely with a view to co-ordinating the development of education for Blacks in South Africa. By 1968 all schools and training colleges for Africans were controlled by the Bantu Education Department. The Act enabled the government to gear education of the Africans to what was considered to be their personal, social and economic needs.

In the nearly thirty years of its existence it did little to raise the social and economic standards of the communities, and was thus a source of great discord. Bantu education merely formalized the fact that for two centuries the Whites had determined the policy and content of Black education. The whole history of Bantu Education has been that Blacks were educated for an inferior place in the scheme of things, entirely dependent on the white part of the population. Their part in education has been one of acceptance of the rules and regulations made for them by white officials. There has been no discussion or questioning what the white educators thought was right and proper for them.

In 1978 the name of the Department of Bantu Education was changed to the Department of Education and Training. Since then great strides have been made in the material sense. Attempts have been made to lessen antagonism to the unfair system of education and defuse the explosive situation. This has been done by increasing expenditure, providing more schools, improving existing schools, insisting on a better qualified teaching corps, improving teachers' conditions of service and by introducing compulsory education. But improvement must be both qualitative and quantitative. It needs no prophet to predict that education for the African people will be in a state of crisis as long as its quality is low and as long as the policy of Apartheid is pursued.

Current Government Policy

On 5 May 1980 the Prime Minister P.W. Botha, made the following very important official statement:

> The government pledges itself to the goal of equal education for all population groups but emphasizes that the historical backlog cannot be overcome overnight. My government and I are prepared to accept a programme whereby the goal of equality in education of all population groups can be attained as soon as possible within South Africa's economic means.
>
> (P.W. Botha, 1980)

This was a great step forward, for it was the first positive statement on Education in thirty years. As a result there has indeed been a very great expansion of education facilities under state control, which is an indication that the Gvoernment intends to honour its commitment.

But there still remains a great deal to be accomplished. The general concern among educationists is that quantitative growth and the provision of facilities must go hand in had with qualitative improvement in the status, qualifications and professionalism of the black teachers, the majority of whom are under-qualified according to the recent legislation. Ever since the promulgation of the Bantu Educaton Act of 1953 and all the subsequent changes, the attitudes of the African people have been essentially the same. They continue to believe that the government gears their education to what it considers to be their personal, social and economic needs without any reference to them. In any consideration of education programmes in South Africa, therefore, the history of Black education cannot be ignored, because the fact remains that education has always been planned by a minority white group for everybody in the country. Blacks have never been given the opportunity to take part in the planning, and it is the opinion of many educationists, that not only has this resulted in a lack of competence and confidence, but it is also a problem that will take many years to overcome, despite the fact that more and more black inspectors and planners are being appointed. The biggest problem facing Black education in South Africa is the burden of its past. The country may be paying the price for the next 100 years.

The primary disadvantage is undoubtedly the very low quality of the black teaching corps. Most black teachers are inadquately qualified, and it has been estimated that 300 thousands of newly qualified teachers will be needed before the end of the century. These can be supplied only by the education system. There is still much therefore, that the government has to do in the

short term to raise the quality of black education and thus avert chaos, for the quality of black education will continue to be low as long as there is such a severe shortage of adequately qualified black teachers with a professional approach to their careers. Teachers who do not have matric themselves are trying to teach children to matric level. This is the blind leading the blind. Despite the debates, reports, and talk about reform, as long as Apartheid, ideological separation and racial discrimination are entrenched in the education system provided, as long as the black man has no say in the education provided there can be no genuine reform, since the system fails to satisfy the needs of the people it is supposed to serve. Until quality is given the same emphasis as quantity, the educational dispensation will be regarded merely as provision of more of the same. The present crisis, unrest and school boycotts seem to indicate that such pessimism may well be justified, and that the situation will persist until the perennial flash-points of Apartheid have been abolished.

The Nature of Teacher Opportunity Programmes

Teacher Opportunity Programmes may be regarded as a national teacher upgrading programme. It is "national" in several senses.

1. It directs its efforts at a national problem, which is the professional and academic upgrading of 80,000 black primary school teachers.
2. It operates in all areas of the country - the Transvaal, the Eastern Cape, the Western Cape, Natal and O.F.S.
3. It deals with various Departments of Education - the Department of Education and Training, the Department of Education and Culture for people classified as Coloured, and the Department of Education and Culture for the Zulu people.
4. It involves people from all the population groups of the country.
5. It raises its funds by appeal to companies to respond to a matter of national concern.

It has become widely known as TOPS. TOPS is a teacher upgrading programme based on certain researched, discussed and agreed principles that apply to the programme as a whole. This research was carried out by the Human Sciences Research Council (1980) and several TOPS national committee members took part in it. The TOPS approach to the education and training (INSET) of black teachers is to provide opportunities in each of the four regions and thirteen centres, to teachers in the schools within easy travelling distance of the centres. The programme aims its services at those teaching in the upper levels of the primary school, Standards 3, 4 and 5, who themselves have acquired standard 8 and have had two years' professional training. From the outset the focus on the chosen target population was to be kept clear. The minutes of the fourth meeting of the National Committee of the TOPS programme on 8th June 1983 reveal the following decisions:

1. Focus to be kept clear. Target population was to be teachers in higher primary schools who were in prossession of Standard 8, plus two years' professional training.
2. In very exceptional circumstances principals of higher primary schools could be enrolled.

(TOPS, National, 1985e)

With this in mind, a typical TOPS centre, consisting of sixty to a hundred students, is based either in a secondary school or in a teachers' training college, where there are adequate facilities and laboratories for "hands on experience" in mathematics, physical science and biology. The student population is drawn from the upper primary schools in the area surrounding the centres. The teachers (the TOPS students) from these schools are expected to follow the Methodology and Academic components and their inspectors, principals, deputy principals and heads of school departments are expected to attend the management and leadership seminars. In this way all in the immediate community are involved, and a concerted impact is brought to bear on the local problem.

The Sponsoring Agencies

It may be said that the sponsoring agency is the entire private sector of industry and commerce. Originally the programme was conceived by the public affairs department of Mobil Oil, South Africa, a large multinational corporation, which is a signatory of the Sullivan Code. The Urban Foundation collaborated with Mobil Oil in the forming and sponsoring of the programme. This organization, which is the representative of the private sector in South Africa, was called into existence in 1977 by Mr Harry Oppenheimer, chairman both of the Urban Foundation and of the Anglo-American conglomerate, and other prominent businessmen, after the 1976 riots.

> An important development was the formation by leading businessman of an organization called the Urban Foundation, with the object of improving the quality of life in the cities.
>
> (Oppenheimer, 1983, p. 5)

The first objective of the Urban Foundation is to improve the quality of life, which necessarily includes education. The 1984 Annual Review of the Urban Foundation States that it seeks to fulfil two basic purposes through education: the technical purpose of qualifying future manpower with the skills and knowledge needed to obtain employment, and the social purpose of presenting those values that are essential to the maintenance of a cohesive and productive society. The Urban Foundation believed that one of the ways of attaining these objectives was to support such programmes as TOPS.

> TOPS is a unique venture representing the Foundation's participation in the creation of an independent project.
>
> (Lee, 1984b p. 20)

Although the pilot project was to operate initially in eight centres in South Africa, two centres in each of the four regions of Transvaal, the Western Cape, the Eastern Cape and Kwa Zulu, the result of judicious marketing and advertising was that the programme rapidly expanded to thirteen centres all over the country, and the list of American companies supporting the programme grew to embrace the whole of the private sector,

particularly the American companies that were Sullivan signatories and followed the initiative shown by Mobil Oil. The Sullivan principles, have become an effective agent of change in South Africa. Principle No 6 requires for example, that:

> each signator of the statement of Principles will proceed immediately to participate in the development of programmes that address the educational needs....Both individual and collective programmes, should be considered, including such activities as literacy, education, business training, direct assistance to local schools, contributions and scholarships.
>
> (Sullivan, 1980, p. 8)

The Historical, Social and Educational Factors that Led to the Emergence of TOPS Programme

Hofmeyer (1984) notes that till about 1970 the government actively discouraged the involvement of private sector initiatives in Black education, but that since then a more enlightened attitude has developed. Consequently the private sector has been accorded a new role in education, and in non-formal education in particular. From about 1974 onwards, the private sector and leading educationists of all racial groups have consistently drawn attention to the fact that the educational dispensation does not adequately serve the needs of the country. Two important issues were highlighted by Mobil Oil in Energos (1983). These were the failure of the black education system to provide an effective educational base for further education and training in the workplace, and the urgent need to create adequate opportunities and facilities for technical and vocational education. It will be readily accepted that economic growth is adversely affected by the poor supply of skilled manpower emerging from the education system. Hofmeyer and Swart (1984) estimate that 70% of the labour force is employed by the private sector. This labour force can be suplied only by the education system. O'Malley, public affairs manager for Mobil Oil in South Africa, has observed that;

> merely educating and training a greater number of people is not the answer - the quality of black education and its end product must be improved. The past has presented South Africa with an inheritance of millions of adults who do not possess a 'basic learning package'.
> (O'Malley: 1983: p. 5)

The theory behind O'Malley's statement is that if the free-enterprise system is to survive and grow in South Africa, then the White population alone cannot provide the people of the quality needed to fill the many thousands of management, skilled and semi-skilled positions that must be created each year from now to the end of this century. The developing policy of the private sector, following the lead shown by Mobil Oil, is that other proved and properly evaluated programmes of INSET like TOPS should be expanded nationally through the private sector as a whole. Such a concerted effort will greatly help to improve the quality of education provided and therefore help to ensure a stable future for the country. O'Malley believes that if this does not happen, then private enterprise will be doing remedial tasks in education ad infinitum. "For the society or nation a sound education system helps to create the base of economic social and political development" (Lee, 1984a,p. 4).

The need for such programmes as TOPS was also highlighted in other ways. The research carried out by the Human Sciences Research Council (1981) established beyond all doubt that in addition to the quarter of a million new teachers needed by the end of the century, (see Chapter 2) a serious national problem in education lies in the number of under-qualified teachers in the black education system; and it also identified the upgrading of their qualifications and their professional competence as an area that demanded immediate attention.

The teachers' organizations also confirmed the need for the programme, and the three large organizations, the Natal African Teachers' Union, the Transvaal Union of African Teachers and the Cape Teachers' Professional Association are involved at a national level in TOPS concept, content, modality and execution. Although the smaller unions, the Cape African Teachers' Union and the Peninsular African Teachers Union are not directly involved at a national level, they are represented on the

regional committees. To have included them all on the National Committee would have made it very unwieldy. As it was, there was very wide representation from the whole complex web of society. An attempt was made to embrace all sectors because decisions made with those concerned will always be more acceptable than those taken for them. Hartshorne (1983) refers to the "democratic principle", that is, the participation of the teachers, parents, unions, community leaders and universities in the planning and carrying out of a programme.

Investigation by the Urban Foundation and Mobil Oil in 1982 revealed that very few INSET programmes were being directed at the underqualified teachers working at the upper-primary school level in Standards 3, 4 and 5, yet according to the Human Sciences Research Council Investigation (1981) this was the very population in which the greatest need existed. A policy document on TOPS in 1983 made it clear that if improvements could be effected in this target population, it would lead to real advantages for pupils proceeding to the secondary schools, since better quality teachers would have a significant impact on their future development. The De Lange Report (1983) noted the importance of raising the quality of the teaching corps:

> The ideal that must be striven for is that each individual teacher, as a professional person, shall grow in knowledge and teaching skills. Experience can certainly make a contribution, but in itself is no guarantee of such professional growth and further training in this respect is desirable, if not essential.
>
> (H.S.R.C, 1981, p. 13)

The problems of the low morale and poor self-image of the teaching corps, the poor supply of teachers and their unsatisfactory quality, combined with their poor socio-economic status, and the depressed environment of the urban townships, were identified by Schindler (1984b) as important contributory factors in the vicious cycle of poor teaching, the high drop-out rate at the secondary level, the insufficiency of graduates and the abysmal examination results at matriculation level. Several of the members of the TOPS national committee had served on the Human Sciences investigation into education and brought this experience and knowledge to the programme. Add to that fact that, according to representatives of the unions, existing efforts and provision of INSET have very little hope

of reaching significant numbers of teachers in need of professional and academic upgrading. The need for very positive and vital programmes addressing the core problem of quality was thus established. Lee, at a meeting with the Director General and senior officials of the Department of Education and Training, who feared that programmes like TOPS would lead to duplication of effort, pointed out that "there is an almost infinite demand for the provision of in-service upgrading for teachers, and duplication should not be a reason for cutting down on the number of initiatives or projects launched" (Tops, National, 1983f).

Although care was taken to avoid duplication of effort between TOPS and other INSET programmes, the Department of Education and Training submitted that the concept of duplication had two dimensions:

a) where programmes competed physically for the same group of teachers as an audience; and
b) where programmes of basically similar educational purpose were run without co-ordination and co-operation, which therefore implied additional costs for both programmes.
(TOPS, National, 1983f).

The National Committee of TOPS therefore considered that care had to be taken to avoid duplication of effort between TOPS and other INSET programmes because the knowledge and skilled manpower were too scarce in South Africa to be emasculated by wasteful repetition or by duplication of effort. Hartshorne, a leading member of the TOPS committee suggested that "It is imperative that companies and project agencies pool their knowledge and resources and that before programmes are adopted there is wide-ranging consultation with as many relevant interests as possible". (Hartshorne, 1983, p. 8).

The National Committee of the TOPS programme took great care to ensure that the projected programme should not emerge as an ad hoc response to the problem, without serious consideration of all the priorities and difficulties involved. Hartshorne observed that black education is a highly volatile and sensitive area, and any programmmes or projects like TOPS introduced into it might encounter political undergrowth. The first step, therefore, was to form a national committee of experts from the

fields of education, Black education and Coloured education, from the universities, representatives at executive level from the teachers' unions and knowledgeable and committed people from industry.

Before deploying valuable resources, therefore, certain questions were asked by all concerned to attempt to ascertain how relevant, effective and efficient this private sector programme in teacher upgrading would be. It was necessary to ensure that it was likely to be more effective than the courses of INSET already in operation in the departments of education. This meant attempting to provide a programme that was innovative, and approached the basic educational problem in a new and effective way. It had to be a true alternative that was not merely helping the education departments to do more of the same. The object was to develop and refine a programme that the departments could adopt in future for replication on a national scale.

It was therefore regarded as crucially important to ensure the success of the TOPS programme by making it acceptable and legitimate in the eyes of the teachers, the Black community and the departments of education on the one hand, and on the other hand the criteria, principles and priorities in setting up this INSET programme would have to be clearly focused so that it would be seen as a high priority also by agencies other than those funding it. It had also to have a sound theoretical base and an administrative infrastructure that would ensure a high level of professionalism.

The national committee considered that it was essential that the emergent programme should be subjected to continual rigorous evalution, because only in that way could it be refined while in progress, and ensure that it was efficient, effective and cost-effective. A well-known international consultant in programme evaluation was therefore engaged to set up the machinery of assessment and to train evaluators specially for the TOPS programme.

TOPS accepts the need for formal evaluation of its efforts both for the purposes of improving it's services and also to provide evidence to participants, departments, teacher associations and donors that the programme is achieving its goals and objectives. In this regard it

will be necessary (as soon as possible) to develop criteria and standards for evaluation of the programme.

(TOPS, National, 1983b)

General and Particular Aims of TOPS

General aims.

There are three general aims of the TOPS programme. The first is to construct an educational programme model that represents long-range strategic thinking on the part of the private sector. This means a long-term project addressing the serious educational problem of under-qualified black primary-school teachers in a scientific and effective manner, rather than a limited local project carried out ad hoc by a company in isolation. The second general aim of the TOPS programme is to help to improve the quality of Black education. Educationists agree that quality can never be simply a matter of professional and academic qualifications. It is also one of commitment, confidence and competence; and an attempt is made to address these areas in the TOPS model, in the belief that the development of the Black teacher should be comprehensive. Teacher Oportunity Programmes, therefore, tackles the long-term professional and personal development of the teachers and concentrates on academic improvement and innovative teaching methods as well as management and leadership seminars for the higher level hierarchy in the primary schools. The third general aim of TOPS is the long-term objective of helping to prepare Blacks to play a more important part at management level in education, and through education, in skilled and semi-skilled positions in the commercial and industrial life of South Africa. This is linked to the second aim, because that is also to be achieved by raising the standard of Black education. The focus of the programme is therefore, on the development of Black teachers as people and as professionals.

Particular aims.

The following particular aims of Teacher Opportunity Programmes are derived from the general aims. They were derived from definitions of INSET proposed by prominent writers in the field. An analysis revealed six main aims. It is clear that there will be other definitions and aims of INSET peculiar to particular INSET programmes. TOPS is working in a very special area in South Africa for a heterogeneous population, and it therefore includes aims that may not be applicable in other countries or situations. The particular and general aims of Teacher Opportunity Programmes, as indicated here, were formulated with the special situation in South Africa in mind.

1. By integrating experience with theoretical studies to improve those skills of the teachers, while they are in service, which are essential to good professional practice. This is done by offering courses both in general methodology and in the methodology of the teaching subjects.

2. To offer academic courses of study in selected subjects that will enable teachers to become qualified in accordance with government legislation, i.e. to proceed from Standard 8 to Standard 10 (matriculation).

3. To prepare the teachers for upward mobility and promotion, to increase their awareness as professional people, and to teach them the importance of their role in society and in community life.

4. To supply teachers for the system who are adequately qualified in accordance with government legislation and thereby to help to improve the quality of teaching in Black primary schools.

5. To reduce the "burn-out" effect among the primary-school teachers in the target population and to increase their self-confidence.

6. To help the teachers to adjust themselves to changing conditions, and by increasing their knowledge and competence to equip them for new and changed roles in a rapidly-changing society.

Many of these objectives are interrelated. The essential purpose is to offer the opportunity to teachers who teach at the upper-primary school level, Standard 3, 4 and 5 who have only a Junior Certificate (Standard 8) and two years' professional training, to upgrade their qualifications to Standard 10 (matriculation). They will thus raise their status by being recognized as qualified teachers in accordance with state policy and embark on a professional career that will enable them to enjoy the same salary benefits as their equivalents in other race-groups.

The school management and leadership seminars are designed to encourage the principals, and the inspectors in the schools, to take their part in the professional development, academic up-grading and competence of their teachers. Teacher Opportunity Programmes proposes to make a three-pronged attack on this core problem, and through summative and formative evaluation refine the model project so that it is efficient, effective and cost-effective, and a prototype suitable for expansion and replication nationally.

The Organizational Structure of the TOPS Programme

The TOPS programme has a hierachical structure both at national and regional level. (see Figure 1). The head office is in Johannesburg, and there are regional offices in Cape Town, Port Elizabeth and Durban. The programme operates in thirty centres in five regions of South Africa: Transvaal, Eastern Cape, Western Cape Natal and the Orange Free State.

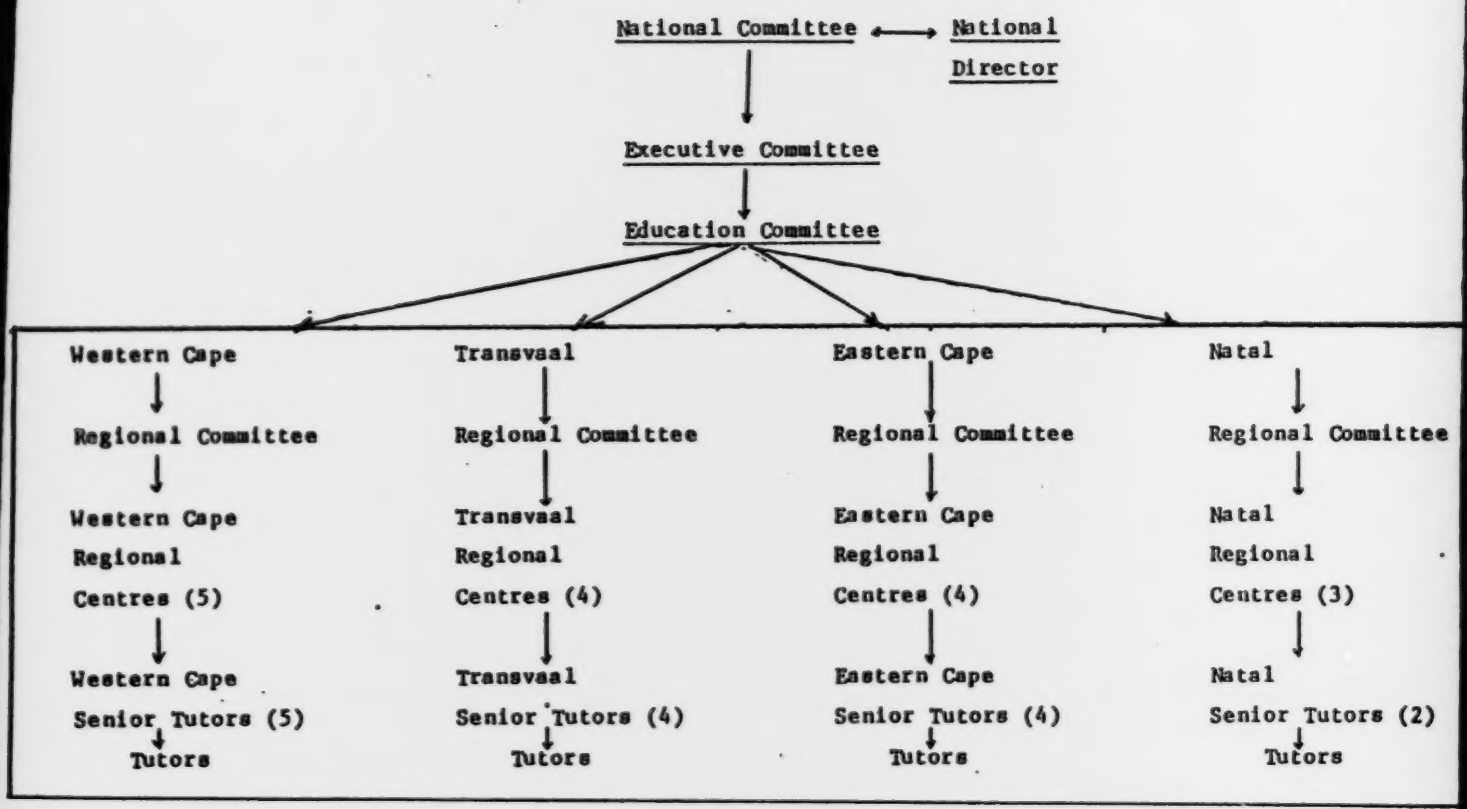

Figure 1:--TOPS organizational structure

The National Committee

The National Committee is responsible for the planning and guidance of the programme through a National Director. It consists of prominent educationists, representatives of the private sector, the Black teachers' unions, the Urban Foundation and the universities. For example, the chairman of TOPS National Committee is the managing director of the Urban Foundation and the vice-chairman is the public affairs manager for Mobil Oil, South Africa. The other members are educationists from the universities, and all the main teacher unions are represented at executive level. The National Committee makes important policy decisions and is generally responsible for co-ordinating the regional efforts. Originally it met fortnightly in Johannesburg and then every two months. In November 1984, it was decided that two sub-committees should be formed, to speed up the decision-making process, and an executive sub-committee and an educational sub-committee were subsequently formed.

These meet regularly and advise the main committee, which now meets twice a year. The National Director sits on both these committees ex officio and co-ordinates all their activities. He administers the programme from head office in Johannesburg and has a full secretarial infrastructure. The National Director is responsible for the general co-ordination of the programme activities in the various regions according to policy guidelines approved by the National Committee. He responds to the need for flexibility to meet local requirements and ensures an exchange of information and experience between regions. He also ensures that the programme is consistently monitored and documented and that appropriate evaluation is carried out.

The main purpose of the post is to direct and control the development of the TOPS programme by achieving short and medium-term results, to determine the feasibility and effectiveness of the programmme and ensure that it makes as successful an impact as possible on the general aim of teacher-upgrading in Southern Africa.

The Regional Committee

The chairman of the four regional committees sit on the National Committee and on one of the two sub-committees. As with the National Committee, the Regional Committees are also composed of prominent people and educationists from the universities and public life. Initially each regional committee, Kwa Zulu, Eastern Cape, Western Cape and Transvaal, had a regional director responsible for supervising the regional programme and for the local day-to-day administration of the programme. The post of regional director was later abolished, because it was found to be impossible for part-time people to perform the duties of organizing and co-ordinating widely-scattered regional centres and among different racial groups efficiently. In November 1984 senior tutors of centres were appointed instead, and these were co-opted on to the Regional Committees.

The Modus Operandi of the TOPS Programme

It would have been impossible in the South African situation to run an effective INSET programme like TOPS unless both the sponsoring agency and the education departments concerned were assured that the programme was successful, worthy of their support and able to make some impact on the core problem of under-qualified teachers.

The area of co-operation with education departments was a particularly sensitive one that required very careful negotiation at all times. The departments of education with which the TOPS programme has to negotiate are the Department of Education and Training, which is responsible for the education of Blacks outside the Homelands, the Department of Internal Affairs, which is responsible for the education of people classified as Coloured, and the Department of Education and Culture for the Zulu people in Natal (Kwa Zulu).

The Education Departments rightly see teachers, their training and in-service development, as their area of responsibility, and nothing can be achieved without their support since they have the right to decide whether programmes such as TOPS shall have access to the schools and teachers. Without official sanction and complete acceptance and support, the programme cannot succeed. The National Committee considered that it was of paramount importance however, that the project should preserve its own identity, ethos, autonomy and independence, and this was clearly confirmed by Lee (1984). Hartshorne's view (1983) was that to be seen as an agent of the system could have caused it to be regarded with suspicion by both the users of programme and potential donor companies, and thus jeopardize the chance of its success. Negotiations with the departments of education had therefore to be seen, not as preserving the status quo but as ensuring the provision of an independent and autonomous programme that would be an agent of change to the benefit of all.

The Department of Education and Training investigated the TOPS programme very thoroughly before allowing it to operate and retain its owns ethos, identity and modus operandi. Negotiation took place at the highest level. As indicated earlier, the main concern of officials of the department was that there might possibly be duplication of effort between what TOPS was trying to achieve and courses being run by the Department and other private sector agencies . Furthermore, it wished to be completely satisfied as to the efficiency of the administrative infrastructure and the materials and the objectives of the programme. After some seven months of negotiation, having finally satisfied itself that the programme was a bona fide professional organization which addressed the core problem of under-qualified teachers without undue duplication of effort, the Department allowed centres to be established within the framework of its schools.

Negotiations with the Department of Internal Affairs (now the Department of Education and Culture), for the education of people classified as Coloured were much more beset with difficulties. TOPS was at first permitted only to introduce the academic component to the target population. The Department assumed that TOPS merely provided funds and support to the Cape Teachers Professional Association, which then ran

courses in the various subjects for the teachers. This system, in fact, worked extremely well, and the infrastructure and support of the teachers' association greatly helped in the development of thriving centres for so-called "Coloured" teachers. It is desirable that the departments while initially allowing the programme to operate independently, should nevertheless be engaged in the development of the programmes so that the best model may be agreed upon and perpetuated. Hartshorne (1983) suggests that hard negotiation may well have to take place with the departments to make them aware of their responsibility to preserve what is good. He suggests that in the unlikely event of an education authority not wishing to associate itself or become engaged, then the private sector as the agent, should set up a maintenance machinery that will ensure the continuation of the programme as long as it is needed.

The TOPS Programme Components

These two components are, an academic component designed to upgrade formal qualifications in English, Afrikaans, Physical Science, Mathematics and Biology, and a didactic component designed to improve competence and practical teaching skills at the primary school level in these subjects. There is also a management component, which is run at week-end seminars. It is designed to improve the management skills of the principals in the schools, so that better use may be made of teachers taking part in the first two components and also give them better opportunities. Thembele president of the Natal African Teachers' Union, set forth the guiding principles of TOPS very clearly at the first meeting constituting the Natal Regional Committee on 26 May 1983:

> TOPS has been established to enable teachers with Junior Certificate and two years of training to upgrade their academic qualifications to Matriculation and to provide concurrently courses in teaching methodology to enhance the teachers' professional status.
>
> (TOPS, Regional, 1983a.)

The interesting feature about Teacher Opportunity Programmes is that it goes beyond academic upgrading, though there is no doubt that this is the primary objective of the programme. As indicated under aims, TOPS also concerns itself with the long-term professional and personal development of the teachers. The courses in the methodology of teaching subjects which are offered at weekend seminars and lectures also include aspects of the profession intended to improve their professional competence. A weekend school management and leadership component is also included to encourage the inspectors, principals, deputy principals and heads of departments of schools to take part. The link here is that the principals in the schools are taken away for a weekend to a conference centre. During the weekend they are exposed to the TOPS ethos and their participation and support for the programme and for the teachers attending are encouraged. They are also assured that TOPS operates with the minimum disruption in the schools. The programme is thus a three-pronged attack on the core problem of under-qualified teachers among the target population of the upper primary schools. TOPS is as much concerned with the professional development of the teachers as it is with their upgrading because it is aware that the quality of the teaching force is just as important or even more important than the number of teachers who achieve qualification by passes in the matriculation examinations.

The academic component.

To attain qualified status, the TOPS students must obtain passes at Matriculation level Standard 10, in six subjects. As private candidates they sit what is called the Senior Certificate Examination. The examination system is very complex and a short explanation is therefore necessary

There are nine different examination bodies in South Africa. These are presided over by the Joint Matriculation Board, which keeps watch over standards. TOPS students sit the Matriculation examinations as external candidates. Because two different racial groups are affected, two completely different matriculation examinations are held. To aggravate

this already complex situation, both the Black and Coloured teachers studying with TOPS sat the examinations at different times of year, the Blacks in November and the Coloureds in June. This system ceased after 1985. Henceforth all external candidates will sit the matriculation examinations as external candidates in November each year. They will, however, still be segregated, and will follow different syllabuses and still sit different Matriculation examinations. The Blacks will sit the examinations of the Department of Education and Training, and the Coloured students will sit the examinations of the Department of Education and Culture (formerly the Department of Internal Affairs until 1984).

Since the two examinations and syllabuses are not uniform, and in addition the so-called "Coloureds" are Afrikaans-speaking, while the Blacks are taught in English, the administration and organization of the programme and the purchasing and issuing of materials for the students are to that extent made more complicated.

The very best tutorial materials that it has been possible to obtain are offered gratis to the students. A panel of evaluators from the University of the Witwatersrand was engaged to study the requirements of the Senior Certificate Examination and to assess all the materials, resources and textbooks. Evaluation has indicated that there are still shortcomings in this area that need to be addressed.

Each week a period of three hours is allocated to each subject. The students pay no fees. The timing of tuition is very important. The programme takes cognizance of the fact that teachers have after-school commitments and extra-curricular activities such as choirs, school clubs, games, library duties and detention. They also have home and family commitments. For the sake of all concerned, the principals, the pupils, the families and these 'student' teachers themselves, classes are generally restricted to one-and- a-half hours and are usually held in the early evening. This allows them to go home before dark and avoid transport difficulties. Lectures therefore begin about 4.30 p.m. and finish at 6 p.m.

If, for example, a student were studying three subjects with TOPS he would have nine hours' tuition a week. With private study and school and family commitments, he could hardly be expected to cope with more than that. At the first meeting the Transvaal Committee of the TOPS programme laid down the following policy, which was adopted at all centres in the country:

> Classes at centres would consist of 3 hours per subject per week, split into 1 1/2 hours per session. A student could take a maximum of 9 hours tuition i.e. 3 hours in each subject. It was generally felt that a forty-week year was optimistic, since teachers have examinations and many other commitments. A 30-week year was much more realistic, and even then would be tight. The times of classes are to be left open. Late afternoon and Saturday morning classes were to be desired. In all cases the principal of the school was to be involved.
>
> (TOPS, Regional, Natal, 1983 a)

The methodology component.

The methodology component has not yet been formerly introduced into the TOPS programme, though pilot seminars have been conducted. Since Item 10 of the National Committee meeting of June 1983 suggested that the methodology component was ill-defined and nebulous, and therefore problematic, guidelines were laid down on 2 May 1984 so that this component could be carried on effectively, efficiently and economically in the TOPS programme during 1985. Item 10 of the National Committee meeting of 8/6/1983 indicated the importance of the methodology component. It was considered that subject methodology was as important as the academic component, because the whole concept of the programme is not only to enable the students to pass matriculation and thereby gain professional recognition and better salary, but also to develop good professional practice and teaching skills in the classroom. In addition to receiving a package of the prepared materials, it was expected that the students would attend lectures and tutorials and weekend seminars in the subjects they teach. The methodology would begin after the first year. It was expected that the students should have access to laboratory facilities for the science subjects, as it was considered impossible to teach science or its methodology without "hands on" experience in a laboratory. Centres would therefore have to be chosen where there were

laboratory facilities or access to them. The aims considered earlier indicate that through this component the teachers will would

- improve the skills essential to good professional practice;
- increase their competence in the content of the subject that they teach;
- make the best use of the circumstances and thus continue the process of professional growth;
- increase their self awareness as professional people;
- become more confident.

To take courses in the methodology component does not imply that teachers must be taking academic courses in the same subjects. Teachers at the primary level are expected to teach all subjects. The subjects offered by TOPS for matriculation, therefore, do not necesssarily correspond to the subjects that students may take in the methodology component. The decisions under Item 5 of the National committee of 13 July 1983 were:

> 1. Subject Methodology was to be as important as the Academic Component.
> 2. The University of Cape Town will prepare methodology materials in English, Mathematics, Physical Science and Biology.
> 3. The original scheme would be adhered to. The courses will start as planned with academic instruction. Subject methodology would be introduced when it had been prepared and received.
>
> (TOPS, National, 1983 d)

At various meetings of the National Committee it was considered that the seminar method had shortcomings, however, because the students were exposed to too much at once and there were no arrangements for follow-up in the schools to see whether the materials were being used effectively, or indeed whether there had been any noticeable change in teaching behaviour. Moreover, the cost of such a method could be prohibitive, since in one centre alone four such week-end conferences would need to be run and there would have to be sufficient funding to do that. Although the teachers might well feel that they were having a break and "getting away from it all" and meeting others with similar problems there would be no evidence to indicate that they would return to their schools as carriers of information.

The question of the best effectuation of the Methodology component was finally resolved by the National Committee of the TOPS programme on 5 March 1985 as follows:

> Each region would take responsibility for the implementation of the methodology in the manner that it considered most beneficial to the teachers, taking local needs into consideration.
>
> Each region would be allocated a budgeted sum to do this. An assistant to the National Director would be appointed to oversee and co-ordinate the implementation of the methodology component on a national basis.
>
> (TOPS, National, 1985, b)

The Management Component.

After a meeting between the chairman of the National Committee of TOPS and the Director General of the Department of Education and Training on 6 August 1983, the latter requested that a school management component should be introduced into the TOPS programme aimed at principals and potential principals in Black primary schools.

This proved to be a crucial activity of the TOPS programme for it is the inspectorate and the top hierarchy in the schools and their attitude toward the programme that influence its success. For that reason they were engaged from the early stages of setting up a new TOPS centre in any particular area.

The National Director was instructed by the National Com.mittee to approach an acknowledged expert in educational management. In his report to Committe of 3/10/1983, he noted that he acted accordingly and that an agreement had been reached. The courses would take place at weekends and during holidays so as not to clash with departmental terms.

An essential objective of the Management courses was to bring home to the principals that an important part of their responsibility was the academic and professional upgrading and development of their staff. According to Taunyane

> many principals, because they are under-qualified and ill-prepared for the important functions they must carry out, suffer from inferiority complex and do not wish their staff to become better qualified or informed than they are.
>
> (TOPS, National, 1983c)

There is little doubt that the principals enjoyed the courses, but an evaluation carried out in Kwa Zulu revealed that while the delivery of these courses, their organization and content were very good and the physical surroundings in which they were held were excellent they were considered to be very much White models for Black people, particularly as all visual aids and examples referred expressly to white schools. No assessment had been carried out among the different communities to which they were addressed, and the principals had great difficulty in trying to introduce into their schools the strategies they had learned about.

A further development was that the South African company Afrox developed a management course that had been sold to the Department of Education and Training and was gradually being introduced in the schools by the Department. This meant that TOPS would be competing for the same target population. At a meeting of 15/3/1985 it was decided, therefore, by the National Committee to withdraw the management programme temporarily, until the Afrox course had been evaluated. An exception to this was Kwa Zulu Department of Education and Culture. Professor A.J. Thembele, a member of the national committee President of the Teachers' Union and Head of the Department of Educational Planning at the University of Zululand, was asked to develop courses for Black principals in Kwa Zulu through the Natal African Teachers' Union.

The Selection of Tutors and Senior Tutors

Tutors for the TOPS programme are selected not only for their qualifications but also for their experience and their high professional skills and competence They are expected to regard themselves not merely as disseminators of information but also as educators, whose task it is

to lead others to high professional *efficiency by their precept and* example. They must be educators who are a constant example of good professional practice.

The modus operandi document on the TOPS programme shows the calibre of the persons sought as TOPS tutors:

> Tutors must be people who are committed, involved and enthusiastic. They must be approachable and sympathetic to the needs of Black and Coloured teachers. The programme requires people of high moral character with a sense of commitment for this important work.
>
> It is desirable that the tutorial force has a good mixture of White, Coloured and Black teachers who live within a reasonable distance of the centre. They should be people of the highest possible calibre academically, and have good experience of teaching their subject to matriculation level.
>
> (Murphy, 1983, p. 17)

Tutors are expected to seek out opportunites to show their students how lessons are prepared and how visual aids can be used, and give examples of how to deal with discipline problems and relations with parents and outside agencies. There are two levels of tutor: senior tutor and subject tutor. As was indicated earlier, the senior tutor replaced the position of regional co-ordinator within the programme.

The position of senior tutor is a part-time position. It was seriously thought about and discussed at length in committee before anyone was appointed. It was to be clearly understood by all that a senior tutor was to be much more than simply an administrator, although that was an intrinsic requirement of the position. It was considered desirable that the person appointed should have a good academic background, be a good administrator who could carry through policy laid down by the national and regional committees, and hold a senior position in education such as principal or deputy principal. All the senior tutors in the TOPS programme were in that category, and they ran the centres from the schools in which they were employed. With one exception all were members of the community and racial group concerned. The duties of the senior tutor were to run the TOPS centre in the same manner as a prudent head teacher would run a school.

> The Senior Tutor therefore is in a crucially important position since he/she is the hub round which the centres operate. It requires a particular kind of person...some-one who has a good grasp of all the problems of a particular area and is sympathetic to the problems of tutors and students.
>
> (Murphy, 1983, p. 15)

Members of the local teaching community were preferred as senior tutors because it was considered that they would have the best grasp of all the problems of particular areas and could identify particular problems of students.

The Selection of Learners

Because of advertising and exposure in the press and on radio and television and the support of the Black teachers' unions, it may be presumed that every Black primary school teacher knows about the existence of the TOPS programme and what it has to offer them. The demand for places on the TOPS programme far exceeds the number of places available and although there are thirteen centres catering for 937 students, the impact is so small and the problem so great that at the present level of operation it would take at least a century for TOPS alone to eradicate the problem. As has been indicated earlier, the target population for the Teacher Opportunity Programmes, i.e. those teachers in the upper levels of primary schools who are teaching Standards 3, 4 and 5 and who have Standard 8 plus two years' professional qualification, was identified as the greatest area of need, because very little INSET provision is made for them, and it was therefore strictly adhered to in the pilot project of TOPS. As the programme develops, it may be possible to enlarge the target group to include teachers in the Grades and in Standards 1 and 2. To facilitate the selection procedure, each student fills in a comprehensive application form so as to get all relevant details about his situation and to assess his potential and commitment. In addition to completing an evaluation form, which is kept on record, each student is interviewed by the tutors and senior tutors to assess his attitude towards his studies. Two questions seem very

important at this stage. Has the student realistic expectations of the course? Is he able to devote enough time each week to study? It is made clear to the students what is required of them in terms of work and commitment, when they are selected for TOPS courses? A file monitoring progress is kept on each student.

The Monitoring of Teaching

The TOPS programme operates on a great fund of goodwill, and many questions and agencies need delicate handling and procedure. Clear statements are therefore made to everyone concerned, so that everyone understands his function and his terms of reference. Only in that way can the teaching be monitored.

The regions are now given a great deal of autonomy, but they nevertheless operate within the broad guidelines laid down. The National Director and the committee to which he reports are kept fully informed at every stage of the development of every centre. Since the National Director sits on every committee, he is kept au fait by the Regional Chairman, the regional committee and the Senior Tutors. Without this co-operation, support and full agreement, it would be impossible to monitor the programme nation wide.

The attendance, attainment and progress of the students are consistently monitored and records are kept.

Conclusion

The impact which TOPS has made so far on the education of the black people of South Africa is like a pebble tossed into a pond. The initial splash has been unsignificant, but the ripples reach out to a wider area. The programme has won the acceptance and support of the many diverse factions within the country, because it is readily seen by the communities to be responding to the demands of students parents and teachers for better qualified teachers and doing so independently of the state.

TOPS is a microcosm of what South Africa could be like if its citizens were not isolated from each other. It brings teachers of all races and cultures into dialogue with each other where they would otherwise be confined by the educational dispensation to segregation and isolation. Funds must be found so that the activities of the programme can be expanded and developed, not only to make a strategic impact on a core problem in black education, but also that it may continue to bring together greater numbers of the most influential group of people in our society and enable us to emerge from our current cultural isolation.

TOPS five year plan aims to establish 65 centres catering for a minimum of ten thousand participants a year by 1990. To meet the future scale of operations, the organisations infrastructure, manpower and material requirements both at national and regional level, must correspond to the needs of the developing programme.

The areas in which TOPS plans to expland are distance learning for the teachers in very remote rural areas, the establishment of a research and development department, overseas exchange programmes further development of the existing components and the establishment of teachers centres.

The current unrest has created a climate which is different to that which prevailed at the time when the programme was conceptualised. Adapting the programme to the requirements of a situation of unrest can only be a temporary means of alleviation. It may help the programme to survive for a while, till a soluation is found for the problems created by the unrest. The Romans used

to say that during war time the Muses stay silent. This saying applies to the TOPS situation, too. The solution of the present conflict is the most crucial problem of our nation, and not until a quilt climate of mutual trust between the races is established, will educational programmes be able to realize their full potential.

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Joan Kane
University of Southwestern Louisiana
Lafayette, LA 70501

INSERVICE TRAINING MODEL/PARAPROFESSIONALS IN RURAL AREAS

This presentation will discuss a multi-level paraprofessional inservice training model which has been developed by the Louisiana State Department of Education, Office of Special Educational Services. The model was designed to be conducted in local school systems by university staff members. State Department of Education consultants train university staff members who then train key personnel in the L.E.A.s.

This model was designed for use in small rural parishes with paraprofessionals who rarely have the benefit of inservice training. The L.E.A. is responsible for organization of the inservice and selecting key personnel within the L.E.A. A manual has been prepared for use by L.E.A. personnel for handouts and training direction after initial training by the university staff. The manual includes training procedures for the following competencies:

1. Understanding responsibilities and limitations of paraprofessionals.
2. Understanding roles and responsibilities of teachers.
3. Understanding roles and responsibilities of related service personnel.
4. Ability to interpret, communicate, and carry out written and oral instructions.
5. Knowledge of special education rules and procedures associated with screening and evaluation and development and implementation of IEP.
6. Knowledge of confidentiality requirements and procedures.
7. Awareness of various community and regional agencies that serve children with handicaps and their families.

8. Knowledge of handling orthopedically handicapped students (i.e. sitting, holding, lifting, etc.).

9. Knowledge of basic first aid essential in the classroom.

The Children's Center, LSU Medical Center - Shreveport, received a grant from the State Department of Education to provide inservice training and technical assistance to L.E.A.s. One component of this grant provides inservice training to paraprofessionals in the northern half of Louisiana. This area covers roughly half of the square miles in the state, but only 30% of the population. All but three parishes (counties) served are sparsely populated, as well as isolated rural areas. Training has been initiated in approximately 25 parishes and feedback has been very positive.

Sections of the paraprofessional training manual will be distributed. The audience will be encouraged to participate by asking questions and offering suggestions for improving and/or expanding the model.

CONCURRENT SESSIONS

WEDNESDAY, OCTOBER 8, 1986

2:40 - 3:40 PM

Gail McClay, Chair: Department of Education
Rhodes College
2000 N. Parkway
Memphis, TN 38112

III Proposal Abstract

The purpose of this presentation is to present viable alternatives for multi-level and interdisciplinary teaching situations. It is important for all teachers/administrators to be flexible and adaptive to change, but in small and rural districts, it is not a matter of choice but one of necessity.

Concept attainment, inductive thinking, and scientific inquiry models are as flexible as the imagination. Each can be used to teach one subject to multi-level classes and they can be combined to cross subject lines.

These models are highly structured, but unique in that the teacher's role becomes one of a facilitator to enable students to interact with the material in a variety of ways. They are adaptable for all grade levels and all subjects and the possibilities for sharing and expanding are limitless.

Objectives:

1. To present an overview of the structure of each of the models. Teachers have a tendency to teach the way they were taught. In comprehensive high schools and urban elementary schools this can be done without resulting in substantial negative impact. In rural districts, however, the demands placed upon teachers, resources, and talents mandate the use of flexible teaching styles and alternative programming to accommodate a variety of learners.

2. To demonstrate the use of concept attainment models for a second, third, and fourth grade math class combination and a seventh, eighth, and ninth grade English class combination.

3. To demonstrate the use of inductive thinking models for a combined fourth, fifth, and sixth grade social studies class.

4. To demonstrate the use of scientific inquiry models for a combined sixth, seventh, and eighth grade science class.

5. To demonstrate the use of a combination of these models to teach an interdisciplinary class in literature, psychology, and history.

Milo K. Campbell, Ph.D. Coordinator
Rural Elementary Teacher Training
210-P MCKB
College of Education
Brigham Young University
Provo, UT 84602

"Preparing Rural Elementary Teachers"

Milo K. Campbell

The purpose of this project description is to give an overview of an elementary rural teacher training program which has successfully functioned over the past fourteen years in providing a rural student teaching experience for over 250 prospective teachers. Of particular interest are the program areas which deal with the live-in experience, financial structure, reciprocal benefits and school district-university cooperation in teacher preparation.

Because of administrative and financial conveniences, and due to the large number of teachers hired by urban and suburban school districts, most teacher training institutions are located in or near the population centers of any given state. It follows quite naturally, therefore, that the curriculum designs and content of teacher education departments and colleges have focused primarily, if not exclusively on the needs of urban and suburban communities. As a result, with the exception of some who come from rural locations, prospective teachers have little reason to consider a teaching career in the rural areas of our country. Seldom is any attention in the university teacher training programs given to the needs of rural children or to the life style of rural teachers.

More important than differences in educational needs is the absence of legitimate collective advertising by rural school agencies. College students are seldom if ever exposed to a visible and credible campaign aimed at generating interest in rural teaching or, for that matter, anything aimed at generating an awareness of life in rural America. Educators are not saying, with sufficient conviction and emphasis, "COME TO THE RURAL COMMUNITY--LIFE IS PLEASANT HERE."

Over past years, millions of federal, state and local dollars have been channeled into programs designed to improve the quality of facilities, materials and personnel of rural schools. It appears that most of these programs have run well during externally funded periods, but then become either totally or partially dysfunctional. Funding, therefore, would appear to be a major reason for discontinuation, even though there are other contributing factors, such as lack of commitment and responsibility.

As rural programs become more widely known, and as additional research is done, it appears that the Brigham Young University Rural Elementary Teacher Training program (RETT) may be among the few, and possibly the only project of its type in the United States to survive beyond the experimental phase. Not only has it continued for more than a decade, and in some ways become more stable, it has, over

thirteen years, also funneled over 250 student teachers into rural communities--many of whom now teach there, and made the community their permanent residence (a study is currently under way to determine rate of return, marriages, length of stay, etc.).

A project at the University of Nebraska at Lincoln has a general structure very similar to that at B.Y.U. in terms of duration, live-in, supervision, and teaming between university and school district. Sesow[1] reported its beginning in 1981 and in three semesters nine students had completed their student teaching in rural communities with populations of under 5,000. With the proper financial support and design, this program has great possibilities for expansion and indefinite continuation.

One of the most substantial and far-reaching programs aimed at preparing teachers for rural areas with considerable cultural variety is at the University of Alaska. This sytem, summarized by Parrett[2], has many dimensions similar to the Utah and Nebraska programs, but has far more preservice and in-service experiences specifically aimed at the needs of that area.

Project Overview

The Rural Elementary Teacher Training project currently in operation at Brigham Young University had its beginning in 1973 under a title III ESEA, Utah Office of Education grant which provided funds to research, develop, implement and disseminate a teacher training program aimed at improving teaching in rural schools. This project included students preparing to teach in elementary and secondary schools, and had as one if its main objectives the exposing of student teachers to schools, communities and people of rural areas. It was also designed to provide an experience which would assist these prospective teachers in comparing their lifestyle and interests with those of rural America.[3]

From 1973 to 1977 the Rural Elementary Teacher Training (RETT) project sent approximately 120 students to rural communities for an eight week student teaching assignment (It should be noted at this point that the eight weeks student teaching assignment is the last of three field experiences that BYU Elementary Education majors are required to fulfill--totalling approximately 460 contact hours in the schools). Even though the project has been scaled down in numbers since 1977, by 1986 more than 250 students had participated in the program.

Participation has always been voluntary and the number of students in any one semester or year has varied. In-house advertising of the program is held to a minimum to avoid excessive numbers of applicants, which would require screening and elimination. An effort is made to keep any single group to five or six which makes it possible for a college supervisor to observe and evaluate the entire group in one day. This eliminates some overnight expenses and makes it more convenient for the university person to fit the project in between regular university contractual commitments.

Supervision of student teachers is shared between educational agencies with the university being responsible for approximately 80%. Generally one or two observation-evaluations are done by the principal or a curriculum coordinator. Because of the importance of learning new perspectives, it is felt that this approach is far better than having one individual do all of the evaluating. It doesn't take long for a student to get the best of what one supervisor has to offer--therefore, the preference for

more than one point of view. In the event that a student teacher is doing poorly, it is standard procedure to obtain a second, and sometimes a third opinion.

Rurality of Project and Schools

It is very difficult to arrive at a clear and consistent definition of "rural community" because of overlapping variables. The most important criterion used for the RETT project was the ratio of agricultural and agricultural-related businesses compared to non-agricultural pursuits. In all but one school district the numbers of farms exceed by two to five times the numbers of wholesale, retail and industrial businesses. The smallest difference being the Summit School District with a ratio of 130 to 304 and the largest being Millard with a 112 to 625 ratio.[5] It is safe to say, therefore, that in each school district, agriculture and agriculturally related businesses such as dairying, beef cattle, rowcrops and turkey farming predominate. One exception is Uintah in which the ratios are about equally divided--influenced industrially by oil related businesses.

There is a substantial difference in community sizes but not in individual school enrollments. The largest project community has a population of about 8000 and the smallest approximately 1300, however, the school enrollments range from one hundred to five hundred. There are no schools in the project districts similar in size to those reported by Baker[6] in his 1984 study on status of rural school districts. In his study he reports some districts with combined secondary and elementary enrollments of 198 or less. This implies that some of those elementary schools would have student enrollments of under fifty and faculties consisting of one and two teachers. No schools in the RETT program approach enrollments or faculties that small.

Reciprocal Incentives and Benefits

The benefits of a rural program are much the same as any teacher training project in which the school district and university cooperate, as pointed out in a study by De Bloois in 1975[8]. The following, however, are worthy of mention.

a) One of the required objectives is that all rural student teachers be interviewed by a district administrator (principal, superintendent or curriculum coordinator). This requirement grew out of superintendents requests. They wanted to know the prospective teachers personally rather than just on paper. This objective provided a cadre of student teachers from which many positions were filled, as is pointed out in the survey data.

b) Principals are encouraged to use the student teachers as substitutes, but only after the student has been in the classroom three or more weeks and only on a limited basis such as one day at a time and only two or three times in eight weeks. With careful supervision by a principal or neighboring teacher, this broadens the student teachers background of experiences and exposes them to a wider range of assignments.

c) Even though some schools have volunteer classroom aides from the local community, many pay for these services. A good student teacher (as most are) is generally a far better aide because: 1) the incentive to do well is very high since the cooperating teacher responds to an evaluation at the end of the assignment and the potential for employment is real, 2) they are there for a full

day rather than half, and if one translates this into dollars and cents, it would amount to approximately $868.00 per block ($3.50 x 6 hrs. per day for eight weeks). If considered over 2 semesters (8 months), this amounts to $3,472.00 of teacher aides services for which the district pays nothing. It becomes more enticing if the district is able to keep ten student teachers in the district throughout 8 months amounting to $34,720.00. These figures have generated considerable interest among rural administrators.

d) It is generally agreed that when a student teacher is assigned to a classroom the teacher organizes, prepares and teaches better. They feel a greater responsibility to put their best foot forward and be a good role model.

e) Most student teachers do well and this results, after three or four weeks, in released time for the cooperating teacher amounting to something between seventy to one hundred hours.

f) When there is legitimate teaming between the university and the school district, rapport between the two is much healthier. Both agencies feed ideas and practices into teacher training, which is identified by Goodlad as being one of the primary processes in improving teacher training.[7]

g) In the BYU RETT project, many inservice courses and teacher education courses have been delivered to the rural communities by the college supervisor. These are generally taught at the end of the school day on which the student supervision-evaluations are done. Therefore, travel costs for inservice classes are reduced or eliminated.

h) Supervising student teachers is a genuine benefit to any college professor. It keeps that individual in the atmosphere of the real public school world.

Even though the following position may meet with some opposition, it is this author's opinion that university supervisors at most institutions will not, over any length of time, continue to travel long distances to supervise and hold seminars unless there is an additional (apart from the regular university load) honorarium incentive. Some projects with which this author is personally acquainted have been discontinued for this reason alone. No one, even though his intentions in the beginning are altruistic, is apt to continue traveling one to two hundred miles once a week as part of a regular university assignment. The additional incentive is critical to a successful rural program.

Financial Structure

As pointed out in the Introduction, instability in continuing financing seems to be a primary cause of discontinuation. The RETT project, having survived a few tenuous years, is as financially stable in 1986 as it was during the federally funded period of the mid seventies.

After the developmental period of the project had expired (1977), and funds used, the participating school districts and university came to the inevitable point of deciding if the project warranted an extension. All agreed that some meaningful inroads had been made and continuation was appropriate, but financing was the major hurdle.

The rationale for continuation, as agreed upon by both educational agencies, are found under Reciprocal Benefits of this paper. The shared responsibilities which became the transitional framework were as follows:

1. Teachers unanimously agreed to forfeit their honoraria paid by the university and make those funds available to the project. They considered the influence and contributions of the student teachers to be substantial, not only in the schools but also in the community. Surveys of student teacher attitudes, as reported by De Bloois[8], were very positive relative to living and teaching in rural areas. As one student stated, "Working with most rural cooperating teachers is like a breath of fresh air. Student teachers in their classrooms are more than 'just another one.'"
2. The College of Education made arrangements for the student teaching office to pay supervisory transportation and lodging costs.
3. The Department of Elementary Education and the participating rural school districts agreed to make the necessary auxiliary services such as seminar space, telephones, secretarial services, materials, etc., available to the college supervisor when needed.
4. Principals of the public schools to which student teachers were assigned agreed to share the observation-evaluation responsibility with the college supervisor--thus reducing the number of times the university person would need to travel. This cut back on costs considerably, and also generated a more professional teaming relationship in teacher training.

Under the above agreements the project functioned on a skeleton budget for five years, but a significant financial improvement came when provisions were made to operate through the B.Y.U. off-campus education department (Division of Continuing Education). Even though their administrative contribution is relatively insignificant, it does make a substantial amount of money available to the program. The present arrangements which generate much greater stability are as follows:

1. Students now pay tuition for rural student teaching through the educational extension of the university--58% of which is available to pay supervisory honoraria and other minor costs.
2. Teachers in the participating rural schools continue to forfeit their honoraria and these funds are used to pay for supervisory travel expenses. This may seem like a sacrifice at first glance, but not when one considers that <u>each teacher gave up less than $100.00 in honorarium in return for approximately $1,000.00 in generally superior teacher aide services</u>. To take this one step further, if forty teachers in a district collectively forfeit $4,000.00 honoraria, they get in return approximately $40,000.00 in teacher aide services <u>and approximately 100 hours each of released time</u> over the school year. Such teacher aid services are generally considerably superior inasmuch as student teachers are much better prepared, have few limitations in how they can be used, and also carry with and in them that significant incentive to do the job well--consequently producing a good evaluation of student teaching performance.

It is important to note that under the preceding arrangement more than enough money is generated for honoraria and travel. Several hundred dollars (depending on distances to student teaching location and number of participants) are left in both accounts each year. The excess is carried over to support the project in those semesters when distances are greater and participants fewer. Under this system, the RETT project can operate indefinitely. A more complete review of the financial structure is reported by Campbell.[9]

The Live-in Experience

Over the years, a characteristic of RETT that has generated great interest is the live-in experience. All student participants are required to live with a rural family for the duration of student teaching--in this case, eight weeks. There are several assumed advantages in this requirement, agreed upon by both university and public school personnel. The major ones are as follows:

1. The student teachers have an opportunity to get acquainted with the lifestyle of the rural family and community. They are encouraged to participate in all family activities such as domestic, religious, cultural and recreational. They, in essence, become a family member and in many cases the parting, after eight weeks, is quite emotional.
2. In smaller communities the student teacher gets much better acquainted with the backgrounds of the students, enabling a more effective counseling and advising relationship.
3. Administrative personnel get a much broader picture of the total student teacher (prospective employee) since the administrators are also residents of the community or a near-by location.
4. Rural administrators, when seeking teachers, are not restricted to a placement file. They will have had close contact and also know employees in the school, community or district who have known the student teachers personally--and thus, after a time, will have a pool of potential teachers with rural experience from which they can draw in filling vacancies.
5. It is well known in the several project communities that some student teachers make a substantial contribution to the happiness of many rural people. In this program, we feel we have been fortunate to get many mature and responsible students.
6. If the prospective teacher has student taught in a rural area, and is considering employment in the outlying communities, he need not use his first year as an exploration experience because he goes back to an environment of which he already has some knowledge. School administrators believe this will extend the number of years a teacher will stay in rural areas.

As we consider students for rural student teaching, we find that our best advertising comes from students who have been participants. It is entirely common to hear students investigating the program say that they heard about it from a friend or friend of a friend who thought it was great.

Summary

This report does not attempt to cover all areas common to rural student teaching programs. The primary purposes are to provide insight into:

a) influences that not only acquaint the prospective rural teacher with the rural setting, but also to generate an interest in teaching in such communities
b) experiences which generate positive and reciprocal relationships and benefits between the teacher training institutions and the public schools

c) financial structures which can likely be implemented anywhere in the country, and also a system which can serve the financial needs of rural preservice training, and do it over an indefinite period of time.

As mentioned earlier in this report, the BYU-RETT program has sent over 250 elementary education students to rural schools for training--nearly all of whom enthusiastically extol the qualities of rural living and teaching. Here is one group which is saying, "CONSIDER THE RURAL COMMUNITY--LIFE IS PLEASANT THERE."

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Phil Piechowski, Supervisor, School Social Work
Mississippi Bend Area Education Agency
729 21st Street, Bettendorf, IA 52722

III. PROPOSAL ABSTRACT: Project Group Work--An Innovative Group Counseling Training Program

For the past three years an innovative project in training school social workers, psychologists and teachers in group counseling skills has been implemented in a six county area of Eastern Iowa. The counties are primarily rural and have unique service needs. This project was developed because university training institutions were providing graduates who were inadequately trained in group counseling skills with children and adolescents. Additionally, many professionals had difficulty adjusting their techniques and methodology to meet the unique needs of the rural areas.

School social workers and psychologists have, for the most part, an individual orientation to understanding behavior. Recent trends in both the understanding and changing of behavior, however, have focused on the individual as he/she functions within a system. Human behavior is considered to be, in this view, a function of both individual characteristics (personality) as well as the demands and constraints of the system. Professionals who practice in specific settings whether they be urban or rural must understand the unique characteristics of that setting. Although most of the group leadership techniques are similar in either setting, the professional must adapt their methodology to the characteristics of the environment in which they practice.

Project Group Work, as this project has been identified, has established a training program which:

- trains school social workers, psychologists and teachers in group counseling skills.
- implements the training in the schools through a combination of the clinical supervision and master teacher models.
- emphasizes the exploration of feelings, cognition and goal attainment.
- adapts the methodology to the student's setting.

The implications in the rural schools has been the development of comprehensive group counseling services which are therapeutic in nature and which focus on resolving issues which are hindering the academic, social and personal success of the student. The project has focused on the adaptation of group counseling skills as they relate to the rural setting and the modification of perceptions upon the part of the professional responsible for providing the counseling services.

Project Group Work will likely receive additional funding for the 1986/87 school year. Emphasis will be upon training classroom teachers in group process dynamics and in group counseling skills. Also, a practice manual will be developed which will address significant issues in group counseling of children and adolescents.

BEST COPY AVAILABLE

Sheryl Karau/Joyce Likens
Remer/Longville ISD #118
Route 1, Box C
Remer, MN 56672

I. PURPOSE

Many studies of mathematics achievement have shown that children at different grade and ability levels benefit when real objects are used in learning mathematics. Our purpose is to give an overview of a manipulative based math program that was adapted and implemented by the staff of Remer/Longville Elementary Schools. "Math the Piaget Way" is a session on teaching math using a very concrete approach to improve elementary students' basic knowledge and skills in math. This method stresses real-life mathematical experiences in which children become actively involved with a variety of concrete materials.

II. OBJECTIVES

1. Participants will become aware of how manipulatives can be used as an integral part of a K-6 mathematics program to foster children's mathematical learning. Instruction in our math program reflects the developmental theories of Piaget, Bruner, and Dienes as it progresses from a concrete approach, through a connecting stage, to a symbolic level.

2. Participants will be involved in activities using concrete materials based on selected math concepts. By becoming actively involved, participants will experience how children can use manipulatives to develop a firm foundation for the later development of skills and concepts.

3. Participants will gain a further awareness of the "Math the Piaget Way" program by viewing a short video presentation showing Remer/Longville elementary students using a variety of manipulatives in a classroom setting.

III. RURAL FOCUS

Remer/Longville Elementary Schools are located in north-central Minnesota near the Leech Lake Indian reservation in Cass County. Our district includes two small elementary schools eighteen miles apart. Students are drawn from an area of 864 square miles. The elementary enrollment is approximately 325 students K-6. Many families in District #118 work at seasonal jobs such as logging, farming, and resorts. Because of the district's size and demography, Remer/Longville is almost the archetype of a small rural school.

IV. PRACTICAL IMPLICATIONS

1. A small rural school can more quickly implement a new program district wide than a larger school district can.

2. Because of smaller staff size, training of teachers can be done on site and other districts can be invited to participate and share costs of inservices.

3. This math program provides increased conceptual experiences for all students, involving them in the thinking essential to both the learning and use of mathematics in everyday life.

Ardy Clarke
Assistant Professor
Montana State University
242 Reid Hall
Bozeman, MT 59717

Teacher Recruitment and Retention: A Model for Administrators of Rural Schools

Research indicates that the recruitment and retention of teachers for rural school districts are major problems. Rural school administrators are challenged each school year to successfully recruit and retain teachers. School administrators with the greatest difficulty recruiting teachers represent schools and communities which are often characterized as:

- serving a community of less than 2500
- having fewer than 300 students
- having limited school and community facilities
- being located some distance from metropolitan areas
- tending to be more traditional than secular

One quarter of all school districts in the United States enroll fewer than 300 students. These schools are staffed by 50,000 teachers.

Montana is a state with 556 elementary and secondary school districts. Of that number, there are 109 high school districts with 100 or less students. Many of those school districts offer a curriculum which meets minimum state certification standards and with few or no extra-curricular activities. A high percentage of the teachers who are employed in rural districts in Montana schools are out-of-state teachers who have chosen to escape the larger city schools, those who think that living in Montana may offer a "romantic" return-to-the-basic lifestyle, or young, unmarried women who are seeking to launch careers. For many, rural Montana is a "cultural-shock." Turnover is a major problem. Competitive salary schedule is a major problem. Often the quality of recruits is a major problem.

This presentation will address the issues of recruitment and retention of teachers in the rural schools historically, successful strategies used by districts in rural America, and offer a model for recruitment and retention of teachers for the rural setting. The uniqueness of this model is the major role played by the administrator in the recruitment and retention of teachers, therefore this presentation will focus on the leadership roles necessary for the implementation of the model. Specifically, this model expects the administrator to call upon the theory and practice of how culture (in this case, the rural setting) impacts organizations' leadership and instruction and consequently the recruitment and retention of teachers.

Douglas Householder, Director, Special Ed
NE Colorado BOCES
Box 98
Haxton, CO 80731

Multi-Agency Sharing in Job Training of Students Residing in Rural Areas

Abstract

The Northeastern Junior College (NJC)-Sterling, Colorado, in cooperation with Northeast Colorado Board of Cooperative Education Services located in Haxtun, Colorado established a special services campus based program to accommodate the special instructional needs of low-SES, physically handicapped and learning disabled 16-21 year old students. These students (N=237) were enrolled in classes at NJC according to their special interests, i.e., college preparation and/or technical training. All target students were assigned special assistance, i.e., developmental classes in English, Spelling, College Reading and Mathematics (BASIC SKILLS); a class to teach them better techniques for studying, taking class notes, etc., and scheduled special sessions with their counselor to assist them in developing more realistic career planning techniques.

The NJC program is entering its second year of operation. Data depicting the progress of all subjects, i.e., low-SES (N=91), PH (N=32) and LD (N=114), will be presented. Specific data relative to subjects' adjustments to the special support services provided by NJC, their career aspiration shifts, specific instructional strategies successfully employed by NJC staff, the implications of NJC's approach to modifying N.E. BOCES' training of 16-21 year old mildly handicapped students and trainees' first year OJT successes will be shared.

Participants in this session will receive a packet detailing the specific goals of the project, special training strategies used, procedures involved

with the use of CAI in basic skills areas and outcome data of subjects selected to participate in the project. In addition, programming modifications now shared by NJC and N.E. BOCES staff in implementing effective transition programs for handicapped students located in rural areas will be highlighted.

Co-Presentors: Mr. Douglas Householder
Director of Special Education
N.E. Colorado Board of Educational Services
Box 98
Haxtun, CO 80731

Dr. Dale Lawver, Chair
Department of Special Education
Ball State University
Muncie, IN 47306

Patricia Hutinger, Director, Macomb Projects
College of Education
Western Illinois University
Macomb, IL 61455

A Rural University System of Preservice, Inservice and Service Delivery Strategies for Training Personnel and Demonstrating Microcomputer Applications for Children and Adults with Special Needs

The purpose of the presentation is to describe the effective system of preservice, inservice and service delivery strategies used by groups at a midwestern university for training personnel and demonstrating microcomputer applications for children and adults with special needs in farming non-urbanized communities. Macomb Projects, housed in the College of Education at Western Illinois University, has effectively initiated federally funded projects to demonstrate the use of microcomputer technology with handicapped individuals from birth through adulthood, and to train personnel to use that technology with special needs individuals.

Several programs have been developed by Macomb Projects including new coursework at the undergraduate and graduate level for training personnel to use microcomputer technology, inservice projects, and a demonstration project for handicapped children. Activities include workshops, conference presentations, maintenance of an electronic bulletin board (U-NET), and national symposia on using microcomputer technology with young children.

Macomb Projects staff have also developed a number of written materials which include procedures and information necessary to train teachers to use microcomputers, some software (including a birth to three IEP generator and record keeper and communication programs), various switches and input/output boxes for computer interfaces, and videotapes. A new Special Project grant to develop videotape training modules to train teachers to use computers with handicapped children has also been started. These materials and resources will be described and demonstrated with videotapes and handouts. The method for field testing and making the materials available to rural service providers will be discussed.

The programs and activities which will be described are examples of the implementation of a model developed by Macomb Projects for establishing a network to provide educational services to handicapped children in rural areas. The successful adaptation of the networking model is contingent on the establishment and maintenance of a cooperation, support and communication system with department faculty and administration within the University, public school teachers and administrators, parents, the medical community, public and private service agency personnel, as well as federal funding agency staff. An important factor in the ongoing success of these programs has been the establishment of a national reputation as being on the forefront of microcomputer applications with the handicapped and maintaining a cooperative network with other leaders in the field.

Session Outline

I. Overview of Macomb Projects' technological programs - microcomputer applications with the handicapped.
   A. Preservice and inservice personnel training programs - Project MUSE: Microcomputer Use in Special Education and MUSE Trainer
   B. Service delivery model - Project ACTT: Activating Children Through Technology
   C. Training with video - Special Project: Microcomputer Application Training Modules

II. National cooperative efforts.
   A. Training for other universities
   B. ACTT Symposium

III. Materials used in training on using computers with the handicapped.
   A. Written procedural materials
   B. Software, switches and peripherals
   C. Training videotapes

IV. Implementation of Macomb Projects' model networking system and accompanying grant development.
   A. Strategies to establish and maintain the system
   B. Benefits which result

Presenters: Dr. Betty N. Anderson
Dr. JoAnn C. Bower
LA Department of Education
P.O. Box 94064
Baton Rouge, LA 70804-9064

EVALUATION USE IN PROGRAM PLANNING FOR HANDICAPPED PRESCHOOLERS IN RURAL AREAS

Introduction and Background

The Louisiana State Legislature enacted Act 754 (Education of All Exceptional Children Act) in 1977 (a parallel of PL 94-142) which mandated services to identified handicapped children 3 to 5 years of age, and permitted services to children from birth to 2 years. The Louisiana Department of Education has received State Implementation Grant funding annually since 1978. The program provides a formalized preschool program in 65 public school systems plus several residential programs and specialized day programs across the state to more than 5,000 preschoolers. The 65 public school programs provide services in one of three settings: center-based with instruction provided at a school or center, home-based with instruction provided at the child's home, and a combination of the center/home-based programs. Of the total of 65 programs, 16 consist of only one class and another 12 programs have only two classes. More than 62 percent of the programs in the state have fewer than five classes. Providing educational and related services to this young handicapped population in these sparsely populated areas presents numerous and complex problems in the areas of transportation, physical facilities, staff recruitment and retention, related and support services, and other essential program elements.

The Bureau of Evaluation in cooperation with the Office of Special Educational Services in the Louisiana Department of Education submitted a proposal titled" Statewide Evaluation of the Early Education Program for Handicapped Children in Louisiana" to the U.S. Office of Education. The proposal was funded, and both agencies entered into a Cooperative Agreement to conduct the evaluation beginning on January 1, 1985, and ending June 30, 1986.

Importance of Evaluation

The process of evaluation is as important as its products. The process requires the identification and involvement of program providers and recipients at all levels, as they are the sources of information. Questioning of program providers and participants leads to the realization that they are contributing to the study. Recognition of this partnership is conducive to disclosure and discussion of information which is self-informing and illuminates issues and concerns not generally highlighted in usual reporting or monitoring procedures.

The value of the design of evaluation cannot be overstated in

how it facilitated issue identification. The design made possible the identification and inclusion of items related to maintenance-of-health implications; kindergarten teachers' attitudes toward the presence of preschool handicapped "graduates" in their classes; efficacy of current child search practices; cost implications in pupil appraisal; home-based versus center-based teacher competencies; staff burnout; agency/school "sharing" of children; sociological change related to the level of acceptance of handicapped preschoolers; safe and efficient transporting of young handicapped children; developmental curricula versus academic curricula; and the delivery of comprehensive services to children in sparsely populated areas.

Application of the findings of the evaluation is also important as use of the evaluation is an underlying objective that is encouraged through written reports to federal grantors, administrative and special education staff of the Louisiana Department of Education, and local program administrators. For example, program personnel at the state level were able to use the evaluation to gather needs-assessment kinds of data with regard to staff needs for inservice training and general support. At their request, these data were collected via qualitative interviews conducted at the sites selected for observation.

The design of the study required that the evaluators learn about the program at all levels of implementation. This was accomplished via carefully planned communication with all program personnel at both state and local levels, kindergarten teachers, and parents. Development of lines of communication and maintenance of openness throughout the study not only enhanced the quality of the evaluation content, but also resulted in a positive, receptive attitude on the part of the persons providing the information. They subsequently admitted to perceiving the evaluation and the planned dissemination products as tools with which they could improve their programs. In addition, requests from the field for feedback led to the development of a series of nontechnical, role-specific papers.

Procedures for Conducting Program Evaluation

Conducting a program evaluation requires the collecting of appropriate descriptive information about a program from all persons involved in the program--program personnel, service providers and program recipients. Collection of this information can then be used in describing the program and determining its effectiveness and efficiency.

Interviews with program personnel were used to gather

information from the field in developing and fieldtesting the data collection instruments during the naturalistic study, Wave 1, and Wave 2 of this evaluation. Thirteen separate instruments were developed to collect quantitative and qualitative data from school administrators, teachers, aides, bus drivers, related and support persons, and service providers in the programs as well as from parents. Class and student profiles were also developed to collect information about the numbers and types of children being served by the program, and the performance of those children. The instruments were designed to be used as either interview protocols or questionnaires. Following the development and field testing, the 13 instruments were used in the third wave of the study to collect information from the remaining 55 programs throughout the state. Figure 1 illustrates the design of the study.

Findings and Recommendations

Findings of the evaluation are based upon a multiple-model research design that included data collection via 39 program visits, 59 class observations, 570 surveys/questionnaires, 1,020 personal interviews with program personnel and parents, 303 class profiles, 606 individual student profiles, and more than 664 hours of on-site field work. One finding of the study was that 40 (62%) of the programs across the state have fewer than 5 classes. Review of the class observation schedule indicated that 23 (59%) of these small classes were visited by a two-person evaluation team to interview program personnel, kindergarten teachers, and parents, and to conduct a 4-hour intensive class observation or, when the teacher was in a home-based program, to accompany the teacher on her visits to each child. Findings that have implications for program planning in rural areas are centered around the child, the program, and the expected outcomes of the program.

Child-related Findings

Transportation. Transporting of children to and from school was identified as a major problem area. Some 80 teachers completed and returned the survey/questionnaire. Teachers reported that the average travel time for the preschool handicapped students in their classes was from 10 to 180 minutes per day round trip. They also reported that 54% of these children traveled one hour or more and 14% traveled as much as two hours per round trip. In response to the question about the longest travel time for any one student, the same teachers responded that 18% of the children traveled from 3 to 4 hours per day by school bus.

STATEWIDE EVALUATION OF THE EARLY EDUCATION PROGRAM FOR HANDICAPPED CHILDREN IN LOUISIANA

Bureau of Evaluation, Office of Research and Development
Louisiana Department of Education
Betty N. Anderson and JoAnn C. Bower

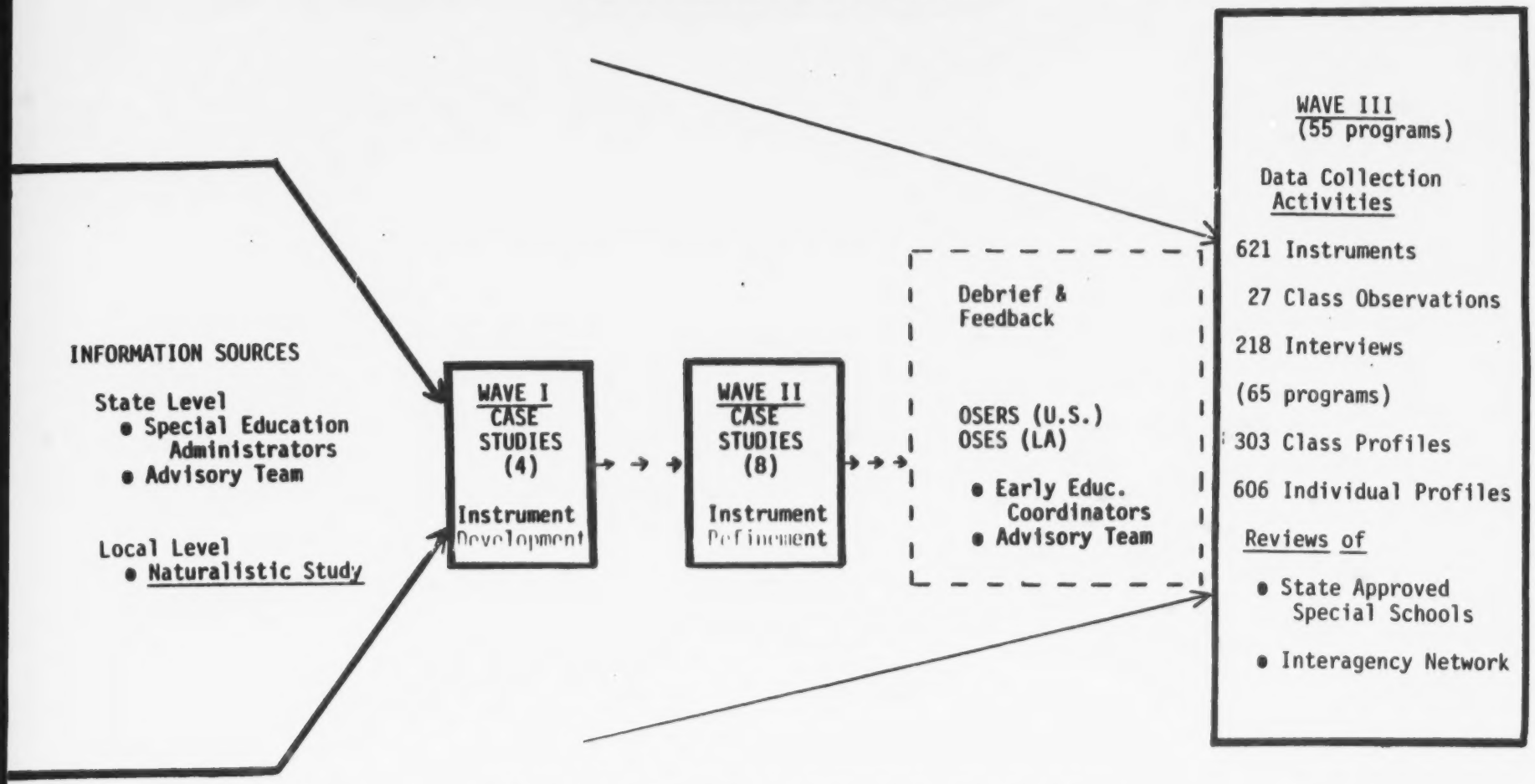


Figure 1. Flow Chart of the Evaluation Paradigm

Some of the problems directly or indirectly related to transportation observed by teachers were the fatigue of the children from the lengthy travel time, lack of a covered loading area for arriving and departing students, and the lack of special seats for handicapped preschoolers. Twenty-six percent of the teachers reported no transportation problems.

In interviews with supervisors the problems that were cited most frequently were transportation-related. One supervisor made the following observation:

> The bus drivers do not want to haul them (handicapped preschoolers). If no responsible party is designated, they look for an older sibling. This parish doesn't have special-education-funded transportation. There are no mini-buses or buses with lifts. I've talked to the transportation supervisor to see if the next new bus can be a bus with a lift. Our handicapped kids are scattered all over the parish. We had the use of a short bus (48-passenger) to use during the Special Olympics. We have bus seats with straps on the regular bus. We juggle so some kids won't have to transfer. I hate to see those little fellas on the school bus, and yet sometimes the parents don't have the means (to provide other transportation) even if I pay (reimburse).

Another supervisor reiterated this concern related to transportation, noting that some of the children in his program had a two-hour bus ride in the morning and again in the afternoon. He also indicated that the children were transported from home to a school where they transferred to a special education bus, and then they were transported to the preschool center. On the flip side of the coin, however, a supervisor said that transportation was NOT a problem in her preschool handicapped program. The 16 children in the preschool program were being transported by three mini-buses, and plans were underway to purchase a fourth.

When a school district had two population centers and only enough children to comprise one class, it was observed that the children were usually transported long distances from one population area to the other. One recommendation to alleviate this problem is to transport children to the class nearest to their domicile without regard to school district boundaries.

Parental involvement. The primary difficulty observed by 68

percent of the 80 teachers who responded to the survey/questionnaire was that parents were less involved than teachers deemed appropriate. During interviews with teachers in center-based programs, the teachers reported that parents exhibited interest in their children's program when they first entered the program, but in many cases, this interest faded quickly as the children became more self-sufficient and acclimated to their new environment. Teachers said that they would like to involve parents more, but were at a loss as to how to accomplish that goal. One of their recommendations was to request training for the staff in the area of teacher/parent communication. Home-based teachers did not cite parental involvement as a problem. The lack of adequate socialization skills was their major concern for children in the home-based programs.

Benefits for children. Primary benefits received by children in the program were perceived to be gains in the cognitive, social, and motor domains, "catch up" opportunities for children who are developmentally delayed, and kindergarten attendance in a regular school setting following participation in the program.

Program-related Findings

Programs for preschool handicapped children generally fall into one of three settings: (1) center-based, with instruction provided at a school or center, (2) home-based, with instruction provided in the child's home, and (3) combination center/home-based, with instruction provided at a center for some children and in the home for other children within the same school system. The home-based teachers who were interviewed during this study generally were providing services for children living in rural farming areas.

Home-based programs. Teachers in home-based programs reported that they generally provide instruction to preschool children in their homes or in a daycare center once a week for a period of 90 minutes. The teachers' case loads ranged from 10 to 15 children. One teacher related that young children who were new to the program often experienced difficulty in tending to tasks for 90 minutes, so she generally scheduled them twice a week for 45 minutes per session. When the teacher deemed the child to be ready for the longer sessions, visits were rescheduled for once a week for 90 minutes of instruction. One teacher in a rural community reported that she drove approximately 200 miles a week to teach the children.

Home-based teachers reported that they were responsible for

developing their visitation schedules with the parents. One adult, preferably a parent, was required to be present during the instructional session. The teachers reported that scheduling a time that is convenient for the parent and for the teacher was sometimes very difficult. One teacher reported that when she attempted to set instructional times with a parent during an IEP conference, a 30-minute discussion ensued, during which the teacher explained that she could not disrupt the already established schedules of her other assigned children to accommodate this one parent. The mother related that she worked and was not able to be present. She said that her boyfriend would be at one session and that the teacher could go to a motel where a babysitter was in charge of the child for the second session. The mother could not give the teacher the babysitter's name. The teacher was not comfortable with this arrangement and did not think that it was in the child's best interest, so she continued to seek alternative times. Finally, two time segments during the week were discovered when the mother could be present at the home. The teacher said that such a scheduling problem does not happen often but when it does, the teacher has to be persistent to ensure that the child will be served.

Home-based teachers sometimes have responsibility for the identification and screening of children. When the teachers are in the homes, they often see other children in the family in need of referral. Children are also referred by the health unit in the area. When this happens, the teacher makes an appointment for the screening either in the child's home or at the pupil appraisal office.

Accompanying the home-based teachers to the homes was a different experience for the evaluators. Everything that the teacher needed for the instructional sessions with the children scheduled for that day had to be carried in the teacher's car. The trunks were laden with children's instructional folders, numerous instructional activities, games, balls, pencils, pens, crayolas, finger paints, books, records and cassettes and their players, and, in one case, an ice chest containing Cool Whip. When the teachers arrived at the homes, they opened their car trunks and collected all the materials for that session. The evaluators helped to haul the many items into the home or daycare center.

The instructional activities conducted in the home-based sessions were very similar to those observed in the center-based programs. Teachers worked on one objective for 15 to 20 minutes and then went on to another. Activities generally included

language development, fine motor coordination, counting, sorting, cutting and pasting, listening to stories and records, etc. Quite often the teachers were observed working with children on the floor or at the kitchen table. One child had a small desk where he sat for his lesson and did his homework.

Home-based teachers reported that they worked closely with the parents or adults in the home. They usually explained what they were trying to accomplish with the child and left homework and instructions for completing it with the parents. One teacher left a special toy with a child until she returned the following week with the stipulation that the child perform one specific activity before being allowed to play with the toy. Both the child and the parent agreed that they would carry out the teacher's orders and complete the work prior to playing with the toy.

Extended-year programs. Another program area highlighted in this evaluation was the extended-year program. While 91 percent of the supervisors responded that the children are selected on the basis of demonstrated regression during a major holiday, 43 percent reported that there are difficulties documenting that regression. In interviews, they indicated that teachers routinely document children's demonstrated regression that occurs during and after a major holiday period.

Some supervisors expressed the belief that the regular preschool teacher was probably the most effective with the children; however, they also noted that working the full academic year and then also working the extended session increased burnout markedly, especially among teachers assigned to the severe/profound classes. They also indicated that the children who attend the extended-year program appear tired at the beginning of the next school year. The supervisors said that even these children need time to relax, to run barefoot in the grass, and to enjoy the warmth of summer sunshine. One supervisor commented, "Play is wholesome, too. A kid ought to have a chance to get out in dirt, grass, and play. Maybe we're overschooling some children. There's always some regression - we regressed; you did, too."

Absenteeism was reported as a major problem in the extended sessions. To combat this problem, one supervisor reported that she had changed the extended-year format from center-based to home-based. This, she asserted, assured parent participation and also significantly reduced costs--from $34,000 to $17,500.

Current research literature related to comparative costs of the home-based and center-based programs supports this finding. However, it is interesting to note that several home-based programs changed to center-based between the 1984-85 and the 1985-86 school years. The home-based teacher who provides individual instruction, confers weekly with the parent, and appears to be cost-efficient is a vanishing breed.

Program staff. There was general consensus among the supervisors interviewed that recruiting certified teachers was not a major problem. However, 50 percent of the supervisors did cite the securing of special services like physical and occupational therapy as the primary difficulty in the program. A related difficulty cited by 41 percent of the supervisors and 53 percent of the teachers was a lack of appropriate working space for ancillary staff (therapists, adapted physical education teacher, nurse). During the observations in the schools, therapists were observed working with children in book storage rooms, on stairwells, on auditorium stages, and next to bandrooms. The evaluators also observed that, apparently, the decision as to where to locate the preschool handicapped classes was predicated upon the availability of space. This space usually meant one or two classrooms without specific areas for ancillary staff to conduct the activities required with each child.

In their attempt to identify a solution to this problem, several supervisors suggested that a comprehensive service delivery model be developed. The purpose would be to provide occupational and physical therapy as well as other specialized services to the rural areas of the state. Some of the health agencies reported concerted efforts by their organizations to work with the school systems, but these efforts do not appear to be comprehensive at this time.

During the observations, the evaluators talked to supervisors about some of the implications of maintenance-of-health procedures such as tube feeding, intermittent catheterization, and suctioning. Most of the supervisors acknowledged that, despite the necessity of such procedures, they had concerns about the legal implications of having their staffs perform them. The issue of liability surfaced frequently in their discussions. One supervisor reported that, after having carefully researched the question of liability related to maintenance-of-health procedures, she feels there is a critical need to obtain accurate information and to disseminate the information statewide.

When teachers were questioned about maintenance-of-health

procedures, most expressed some concern about getting proper training from a professional, having the parent observe the teacher during training, and securing some legal assurances regarding liability in the event something went wrong during the procedure. Without exception, the teachers cited their primary concern as that of ensuring that no harm would come to the child while these procedures were being performed.

Expected outcomes

Performance of children. Kindergarten teachers were asked to rate the performance of children who had attended the preschool program and who were enrolled in their class during the 1985-86 school year. The ratings of the performance of 59 children by their 29 kindergarten teachers appear in Table 1.

Table 1. Frequency distributions of responses of 29 kindergarten teachers who rated the performance of 59 children enrolled in kindergarten.

Ratings	Areas of Performance						
	Fine Motor	Gross Motor	Overall Cognitive	Degree of Independence	Social Development	Receptive Language	Expression Language
Above class average	14%	15%	29%	19%	24%	27%	32%
On-line with class average	41%	42%	39%	51%	40%	39%	31%
Satisfactory, but below class average	29%	25%	18%	24%	26%	17%	15%
Unsatisfactory	17%	17%	14%	7%	10%	17%	22%

Kindergarten teachers reported that some of their stereotypic opinions of handicapped preschoolers were changed when some of the handicapped preschoolers not only performed as well as the regular kindergarten children, but also surpassed their performance in

specific areas. Some of the kindergarten teachers interviewed by the evaluators expressed their belief that other children in the kindergarten class might have benefited from the program services had their parents known about them and checked on their child's eligibility.

Expectation of parents. The parent of one child in every class in which observations were recorded was interviewed. The following selected comments made by parents are indicative of the perceptions that parents have of the program, of program personnel, and of their child's performance:

(My son's) speech has really improved--from nothing to three-letter words. His personality has changed, too. Now he's not very distant. He'll approach people to ask questions or talk now. The first year he didn't progress at all. The second year he progressed some. The third year his progress was terrific. The program personnel really make a difference--the teacher especially. They're not pushing, just encouraging, especially in self-help things.

(My daughter) has changed a lot. Her speech has improved. She's talking a lot more now. She learned to crawl, then to walk with a walker they got for her. She's beginning to go through normal developmental steps. They work with her on each step until she's perfected it before going on.

The teachers--it's super, amazing--the way they handle these kids. They treat 'em like people--like nothing's wrong with them... They're firm, but polite... I can't think of nothing that needs to be changed in the program... It took four to five months to evaluate him. They're busy. They took their time and did it right. They didn't rush the kids.

They say if I stay in contact and learn to relate to him, learn what I need to do with him--that will help.

They tell me what they're working on so I can help. That way I and other parents can continue it. The staff take time to explain things in simple language. They tell you what you can contribute and how you can get involved.

And whenever I have any questions, they're always there to talk to me. I definitely feel comfortable in asking them things.

The teacher sends progress reports home and things for me to

do with him. It's helped me understand his speech and his gestures.

It helps you and it helps the children. My child is more contented--not as frustrated with herself. She's able to do more. She's calmer... It freed me to go to school... It's better around here as far as us and her getting along better. She's out of the house and interacts with other people.

Despite the positive reports made by parents and kindergarten teachers, other program personnel expressed concern that a number of the preschool handicapped graduates who achieve entry into regular kindergarten eventually reenter the special education continuum. Therefore, while immediate efficacy of the early intervention program can be documented by the broad-based outcome measures used in this study, the long-term effects are not. One major recommendation then, is to conduct a longitudinal study to address this issue, which has implications for sound educational programming and cost efficiency.

Howard L. Karnes, Jr., M.Ed., OTR
Assistant Professor, Dept. of Occupational Therapy
University of Oklahoma Health Sciences Center
P.O. Box 26901, Oklahoma City, OK 73190
(405) 271-2411

"PHOTO-GRAPHICS" AND CLIENT/STUDENT COMPLIANCE WITH THERAPEUTIC AND EDUCATIONAL PROGRAMS

Communications. How do we communicate with our students/clients, their families, and other members of the educational or medical team? The answer is usually through verbal or written means. But verbal communications is frequently misunderstood, or quickly forgotten. Reinforcing the spoken word with the written word will help reduce some of the misunderstanding. Yet even with these two means of communication combined there is still misunderstanding. The causes of this muscommunication are many. Educational disparity between the parties involved, cultural-language differences, or differences of implied status all contribute to communication break down.

Quite often the message sender is unaware of possible language or other communication barriers that may exist. As a result the sender may inadvertently assume a common base of language when, in fact, such a base may be significantly impaired. Many individuals receiving professional services are frequently reluctant to admit that they may be ignorant of the unique language and terminology being used. It is easy, especially for the young and inexperienced professional, to assume that a respondent's nodding of the head and an occasional, "I see", on the part of the client/student, is satisfactory evidence of a message being received and properly interpreted. But, alas, nearly every professional has a collection of "war stories" pertaining to misinterpretation and the near disastrous results that may have occurred!

The point is that we as education and health care professionals deal with people. And, since most people tend to communicate with each other, it is important that the communication occurring be easily understood and promote a maximum of compliance with the prescribed educational plan. This is precisely why "PHOTO-GRAPHICS" was developed; to increase compliance with prescribed educational programs.

"PHOTO-GRAPHICS", as a solution to the communication problem, incorporates the use of multiple forms of cognitive input. The first form of input is the use of verbal communication as is currently done. The second form of cognitive input is to use written communication as is often the current method of explaining educational programs to those involved. The third, and unique method of providing cognitive input is to accompany the two forms mentioned above with an easy-to-develop visual aid. The remainder of this paper will discuss the methodology of developing "PHOTO-GRAPHICS" for use with your students/clients.

PHOTO-GRAPHICS", for all practical purposes, is a handout provided to people who are involved with a particular prescrived approach or program. This handout is accompanied with a simple-to-make line drawing of the position, tool, approach, etc. for each step of the program intended to be carried out by the

student/client, parent, or other care provider. The line drawing is generally two to three inches square and appears next to the paragraph of instruction it is intended to illustrate. This particular technique of illustrating text is not unique. But the simplicity and cost effectiveness of "PHOTO-GRAPHICS" is!

Here's how "PHOTO-GRAPHICS" can be easily and inexpensively made.

STEP 1: Place the individual student/client in the desired position relating to the particular phase of the home program and take a 35mm slide photograph. For example, if the head injured patient is relearning basic upper extremity dressing techniques, take a simply posed picture of the care giver helping the client dress in the correct manner. Keep in mind that the picture you take will eventually be reflected as a simple line drawing and that this drawing will form the basis of the home program for the client and/or the care provider. So make the pose simple. If the skill or activity involves several steps, be sure to pose the client in every step and take a picture of each. With practice it will become apparent which steps must be photographed. It is not necessary to have the actual client be the model for the photographs. Since the photographs will result in line drawings, any individual(s) can just as easily be photographed.

STEP 2: Using a slide projector with a built-in television like screen, project the slide on the screen. Next tape a piece of tracing paper over the screen. Trace the outline of the image projected from the slide. Trace just enough of the image to provide necessary information for an uninvolved third party to understand the content of the image. Remember that the picture will accompany a simple text and that the two will be used to augment each other. So absolute perfection of tracing is not necessary. Make the tracing lines sharp and clear using a number 2 lead pencil. A fine tipped felt marker may be used if it does not bleed through on the projector screen.

STEP 3: Make a clean photocopy of the tracing.

STEP 4: Determine what size you want the final line drawing to be. The size will depend on the available room on the final home program handout. Once the size has been determined, use a commerical photocopy machine to reduce the line drawing obtained in STEP 2 to the desired smaller size. This may involve several stages of photor education, but is a relatively simple process.

STEP 5: "Cut and paste" the reduced tracing(s) and place them next to the written information to be augmented. Once the tracings are properly positioned and affixed to the information page, it is now ready for final photocopying.

STEP 6: Photocopy the "cut and paste" page. Make as many additional copies for future handouts as will be needed.

STEP 7: Prepare "PHOTO-GRAPHICS" for all of your common home programs. Have then ready to give to your clients and use them to explain how the particular program should be performed.

The use of "PHOTO-GRAPHICS" has proven to be very effective in improving client compliance with rehabilitation instructions provided by the physical therapists in a local sports rehabilitation center. Prior to the use of "PHOTO-GRAPHIC" handouts, non-compliance with post-surgery patients ran significantly high. When questioned, the clients would often site unfamiliarity with medical terminolgy or poor memory as reasons for not complying with the prescribed exercises or other home programs. In constrast, clients who received the "PHOTO-GRAPHIC" handout as part of their home treatment training reported a much higher rate of compliance. Exact numbers are not available at this time. A comparison of compliance between two groups, one receiving the "PHOTO-GRAPHIC" form of instruction with that of a group receiving the traditional form of client education could possibly generate some interesting statistics.

"PHOTO-GRAPHICS" can be adapted to any age or educational level, client population, or other unique demands that may be placed on the educator. The cost is relatively inexpensive, and once a master has been generated, easy to diseminate to clients.

Carl Reynolds
Associate Professor
College of Education, University of Wyoming
PO Box 3374, University Station
Laramie, WY 82071

ABSTRACT

Faced with limited resources, small libraries, and restricted access to news media other than television, rural school teachers need immediate, up-to-date sources of current events and subject-matter information to enrich outdated textbook material. To alleviate this problem, university personnel in teacher education conducted a project to provide a telecommunication network among rural teachers in vocational agriculture.

The network selected, Agridata Resources, Inc. provides a daily update of Associated Press stories, reports of new information from land-grant universities, and the latest market information. In addition, individualized curriculum lessons, a dictionary of terms, a directory of product information, and an electronic mail service are provided to each subscriber.

Staff at the University of Wyoming selected 15 schools as exemplary sites for the project. One of the main criteria for selection included schools that were isolated from daily, metropolitan newspaper communication. Funds from the grant provided the school with a phone modem for the microcomputer and the first year subscription fee.

Project staff conducted in-service workshops to assist teachers with the use of the telecommunication service. In addition, staff were available on a request basis to provide individual assistance to participants. Demonstration lessons illustrating the enhancement of curriculum using the Agridata services were conducted in participants' classrooms.

A special feature of the telecommunications service selected, the electronic mail service, provided a means by which teachers were able to share lesson plans, student activities, professional correspondence, as well as provide a convenient way for project staff to correspond with participants.

Charles Pilling, Coordinator
Bilingual Vocational Instructor Training
242 Reid Hall, Montana State University
Bozeman, MT 59717

VOCATIONAL FACILITY AND EQUIPMENT PLANNING FOR A TECHNOLOGICAL SOCIETY

The perspective of this presentation is to provide rural vocational education teachers and public school administrators with an approach for planning facilities to meet future technological changes. The following components will be addressed: a model for determining vocational education needs based on the rural environment, the limitation of career jobs in rural communities, a three-dimensional simulation instrument for vocational facility and equipment planning, and a slide presentation on how to make facilities and equipment flexible, adaptable, expandable, and functional for the changing demands on vocational education. For example, the future vocational setting within a rural public school will have to provide education and training for students, the community and the business world.

A major concern for vocational teachers is determining specific programs that teach technical skills. Vocational teachers in the rural setting have the additional responsibility of adapting a vocational program that reflects the values and needs of the urban industrial society with one which integrates those values and needs of the rural locale. In recent years, vocational programs in our public school programs have been de-emphasized because of the reports of excellence in our schools. These reports discuss how to produce a better college student, but say little about how to produce a more productive worker. Because of the limitation of career jobs in rural communities, many of the non-college bound graduates will have to seek employment in a larger urban setting. If these graduates are to be successful, rural vocational programs will have to be responsive to the needs of all students, to the economic system, to business and industry, and to technology changes in America. Tomorrow's vocational programs will have to incorporate more emphasis on robotics, lasers, computers, math, science, technical concepts, communications, basic skills, employability skills, and other program concepts so as to better prepare the individual to meet the demands of business and industry.

Because of the emphasis in applicable work skills and industrial knowledge, many of the traditional vocational facility outlays in our public schools will have to be restructured to accommodate new technological programs. The simulation project will be designed to help vocational instructors better plan how to facilitate the changes in the shop area when cost, financial limitations and replanning involves heavy equipment. The tools for the simulation project will be applicable to all vocational instructors who desire to use this instrument to help better plan a new facility outlay to accomodate the needs for a technological society. Also, the presentation will include state and federal funding sources along with seeking local funds through the means of an advisory board.

AUG 14 REC'D

Gilbert R. Guerin, Ph.D.
Division Chairperson
Special Education and Rehabilitative Services
San Jose State University

Joseph Roberts, Ed.D.
Project Manager
Special Education for Rural Populations Program
San Jose State University

Ardis Loonie, M.A.
Director, Special Services
San Benito County Schools
Chairperson, Advisory Committee
Special Education for Rural Populations Program

AN ADVISORY COMMITTEE - AN ESSENTIAL PART OF PLANNING A NEW RURAL SPECIAL EDUCATION TRAINING PROGRAM

San Jose State University is situated in the heart of California's urban Silicon Valley. However, its service area stretches south for approximately 150 miles into the heart of one of California's rural areas.

The staff of the University's Division of Special Education and Rehabilitative Services has been aware of the need for trained special educators for this area, reflecting a national crucial need to train special educators to work in rural areas.

With the advent of the use of interactive instructional television on campus, the need became even more apparent as did one method of providing instruction to this remote area. Knowing that over forty percent of the special education teachers working in the targeted rural areas were employed on waivers (emergency credentials), a program was planned, submitted to the United States Office of Education, and was funded under a personnel preparation grant.

Beginning a new program is never easy, but with the help of the advisory committee, recruitment and course adaptations have been assisted to a great extent. The partnership between on-campus staff and the rural advisory committee made up of rural special education administrators and teachers make for a superior program.

This program, integrated with San Jose State's new intern program, should have an impact in providing special educators for the rural areas of the state. Preliminary planning includes the use of ACRES instructional modules in the training program, and having instructors meet with the advisory committee to receive recommendations on how the course of instruction should be adapted for this program.

Sue Hayes, Program Specialist
333 Miller, Western Washington University
Bellingham, Washington 98225

ABSTRACT

TITLE: Developing Social Studies Units for Cross-Cultural Awareness and Understanding Within Rural Communities

PURPOSE: The purpose of this presentation is to demonstrate procedures used in researching, designing and implementing a social studies unit that expands cross-cultural awareness and understanding among students living in a rural, multi-cultural community.

OBJECTIVES:

1. To identify the steps that are used (action research) to prepare a cross-cultural social studies unit.
   A. Establishing the curriculum team
   B. Identifying Human and Material Resources
   C. Identifying Professional Resources

2. To identify the forms of educational media used to teach the unit.
   A. Preparing the written materials: teacher's guide and student materials
   B. Development and use of instructional video tapes
   C. Identifying field sites for student research

3. To identify strategies for evaluation
   A. Piloting the project
   B. Pre/post test development
   C. Developing Teacher directed assessments

SUMMARY: Accomplishment of the objectives will provide participants with a model for developing multi-cultural curricula units in their home communities.

Sue Hayes
6/19/86

PRESENTERS:

Dr. James Hitter. . . . Colville School
Dr. James Monasmith . . Colville School
Ms. Cheri Dill. . . . . Colville School
Mr. Ned Croshaw . . . . Colville School
Mr. Chuck Salina. . . . Colville School
Dr. George Carnie . . . Colville School
Dr. Bob Bialozor. . . . Gonzaga University

STAFF DYNAMICS

A MODEL FOR EXCELLENCE IN TEACHER DEVELOPMENT

Presented To:

The National Rural and Small Schools Consortium
Oct. 9, 1986

INTRODUCTION

During the past five years Colville School District (see Historical Perspective pages 10-12) has established the direction we are going as a district and has tested the effectiveness of a variety of staff training programs. The following goals represent the direction the district wants to go in the next three years. These goals are simple and straight forward:

We want to produce the best student possible.
We want the most effective schools possible.
We want the best classroom instruction possible.
We want the most satisfying school climate possible.

If we are to succeed, everyone in the organization must:

Know and implement our district's expectations for students.
Know and implement characteristics of effective schools.
Know and implement descriptors of effective instruction in our classrooms.
Behave according to the school climate expectations for all staff.

From these past experiences in staff development training and the development of district goals, a comprehensive district wide staff development program entitled, "Staff Dynamics: A Model for Excellence in Teaching/Instruction" was designed to help meet the specific needs of the district's students and teachers.

The Staff Dynamics Model is a project to develop competency based course work that incorporates and/or enhances the research in excellence in teaching. The project encompasses the training and utilization of peer evaluation and peer/mentor partnerships.

DEVELOPING OF TEACHERS

The entire Staff Dynamics Model is focused on the development of teachers. The model is multi-faceted with each component

emphasizing both personal and professional growth to aid the individual in their movement toward excellence. The program is essential to perpetuate the continued growth of teachers. Staff will be teamed with each other so that within the program one is always either a teacher or a learner. Teachers will be trained to code each others' behaviors and on a request basis give feedback to each other through the coaching process. This process of collegial teaming and peer mentoring will enhance positive climate and promote growth. This training and focus of the entire program will ensure greatly reduced teacher stress and burn-out. To reach the top of the "success ladder", one must grasp the next rung firmly with one hand, while extending the other to the fellow below. Education is a people process and the above statement demonstrates the philosophy that should be demonstrated from students ⇌ teachers ⇌ administrators ⇌ school boards ⇌ community in all schools. This Staff Dynamics Model with its built in incentives, in the form of the degree programs, will competently and sequentially promote excellence in schools through partnership at all levels of the educational process.

GOALS FOR THE STAFF DYNAMICS MODEL

As a result of the program, we will be able to demonstrate that the Colville schools are more effective in the following areas:

1. School Climate - Parent, student and staff school climate surveys will indicate that our schools are more positive and satisfying than before.

2. Staff Development for Program Improvement -

   A. Be able to demonstrate that the teaching of all students is more effective in terms of student learning in basic skills than before.

   B. Be able to demonstrate that the transition of of curriculum and student discipline from one school to another will be aligned in an effective manner.

3. Staff Development for Self Actualization -

   A. Staff members will become aware of and utilize the strengths of their teaching and personality styles as well as those of their students.

   B. Staff members will use and teach their students the value of goal setting, affirmations and and positive self talk.

4. Parent Attitudes and Support -

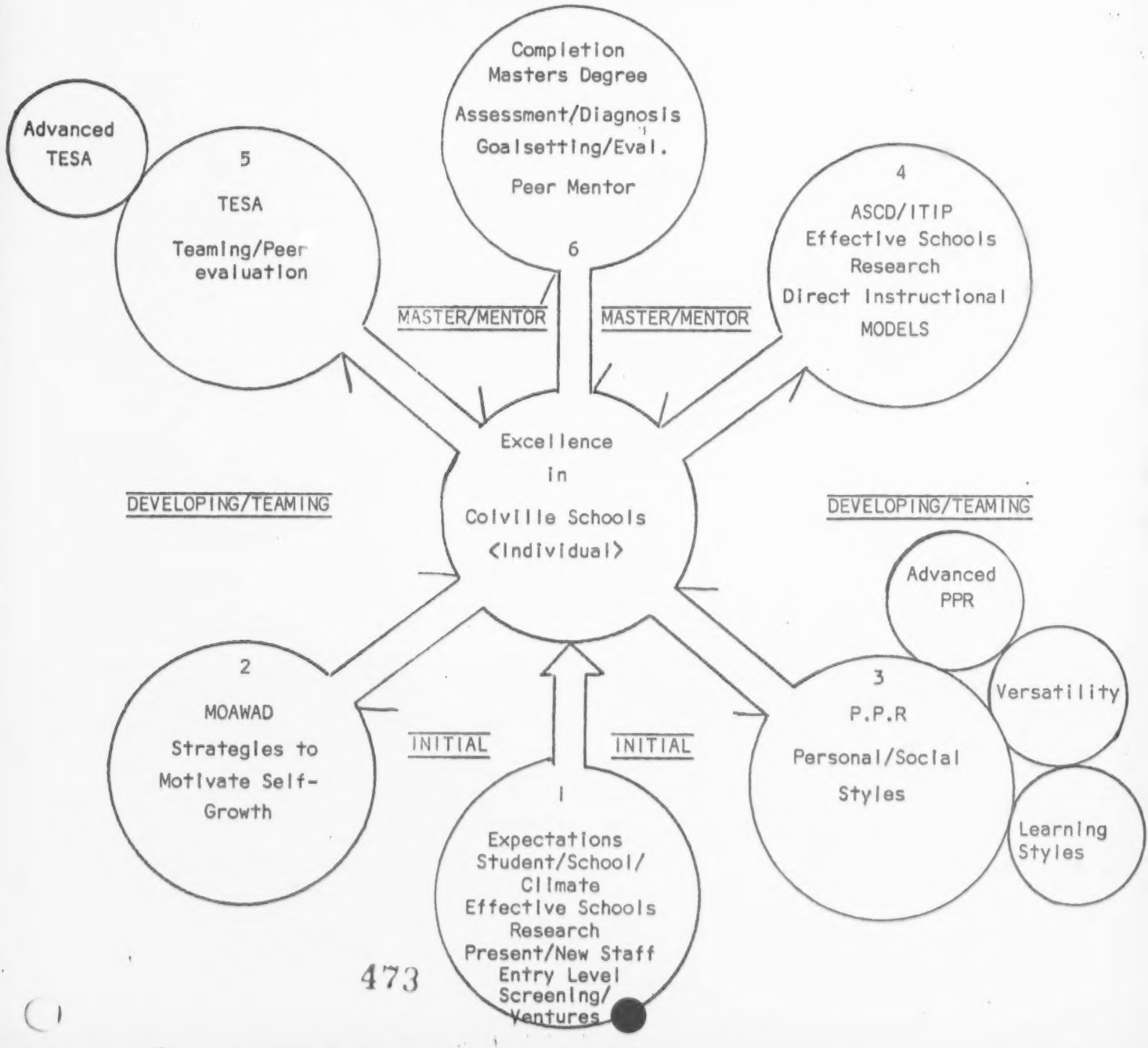
   A. Parents will show an increase in positive satisfaction with the school's basic skills program.

   B. Parents will show an increase in satisfaction in the elective and extra curricular program.

   C. Parents will indicate that their children have a more positive attitude toward our schools.

STAFF DYNAMICS

"A MODEL FOR EXCELLENCE IN TEACHING/INSTRUCTION"



STAFF DYNAMICS MODEL PROCESS LEADING TO MASTER DEGREE
AND MASTER TEACHER STATUS

16) Your completion of the Master's Degree Program
15) Your success with curriculum (rated by students, standardized tests)
14) Your success at working with students (rated by students, peers)
13) Your success at teaching/mentoring your peers (rated by peers)
12) Your success at applying #1, 2, 3, 4, 5 (rated by Principal, peers)

MASTER/MENTOR

MASTER/MENTOR

11) Rescreening with Ventures for Growth Goals
10) Applying PPR/Learning Styles to become a more versatile person/teacher
9) Training/Mastering a direct instructional model - ITIP or ASCD
8) Training in TESA (teaming)
7) Training in Moawad to #1, 2, 3, 4
6) Learning to apply PPR to #1, 2, 3

DEVELOPING/TEAMING

DEVELOPING/TEAMING

5) Training in Strategies to Motivate Self Growth (Moawad)
4) Training in personal styles (P.P.R.)
3) Training in School Climate Expectations in Colville Schools
2) Training in School/Instructional Expectations in Colville Schools
1) Training in Student Expectations in Colville Schools
0) Screening by Ventures in Excellence Criteria

INITIAL

INITIAL

STAFF DYNAMICS

(A Model for Excellence in Teaching/Instruction)

The peer assistance and teacher/mentor program will focus upon developing teacher behaviors and skills utilizing the "cutting edge" of staff development programs from both industry and education.

(3) These programs include personal styles and effective performance, which focuses upon a person's strengths and assists with managing weaknesses.

(2) A second component is human potential development through understanding self growth strategies.

(1) A third dimension involves effective school and classroom behaviors to bring about productive academic learning time.

(5) A fourth dimension focuses upon the skills and concepts of effective collegial teaming. This is the heart of facilitating a successful peer assistance teacher/ mentor system.

(4) A fifth area involves the indepth study of high teacher expectations and student achievement through application of skills in fifteen research based direct teaching behaviors.

(1,6) A sixth area is the initial entry level which is devoted to the study and conceptualization of excellence and and definition of the behaviors of master teachers.

(6) A seventh and final dimension focuses upon growth planning through assessment, diagnosis, goal setting and evaluation leading to personal and professional growth and development.

Lastly, the entire Staff Dynamic Model is put into operation through the teacher/mentor peer assistance concept of teachers helping teachers develop and master these skills.

PROGRAM DESIGN

Tasks and Activities:

1. Project administrators consisting of a university director and field coordinator, will identify prior training of participating staff consistent with the Staff Dynamics Model; "A Model for Excellence in Teaching/Instruction".

2. In conjunction with the principals, the project administrators will research and identify characteristics of excellent teaching and the behavioral expectations to ensure excellence in teaching.

3. In conjunction with the principals, the project administrators will develop performance criteria and a competency based skill training program for all components of the Staff Dynamics Model.

4. In conjunction with principals, the project administrators will develop observation and evaluation instruments to assess competencies developed for each model component.

5. A working model will be developed for staff training in conceptualization of the research based behaviors to promote demonstration and application of these behaviors.

6. Based on demonstrated skills, staff will be placed on one of the three dynamic levels. Staff will be teamed so that within the process one is always either a teacher or learner and as in all dynamic reactions there is constant change depending on who they are teamed with and the skills and needs of each individual.

7. Training of all administrators and "mentor" teachers in an assessment and diagnostic instrument as well as peer tutoring and peer assistance process will occur.

8. Videotapes of the behavior competencies will be developed for use in training of peer assistance and teacher/mentors.

9. A masters in teaching will be developed and approved through a cooperative venture of the district and local colleges and universities. This masters will encompass the model components as its primary focus.

Predicted Short-term Outcomes:

1. Written behavioral competencies and observation/evaluation instruments for all components of the Staff Dynamics Model.

2. A Masters in Teaching program developed and approved utilizing the model components as the primary focus. This will be a teaming of the school district and local colleges and universities.

3. Staff will be trained in collegial teaming and peer "mentoring" which will greatly enhance the support base within the district.

4. Staff and administrators trained in screening instrument for use in identifying skills staff exhibit in their pursuit of excellence.

5. Staff will be able to clearly define and demonstrate the dimensions of excellence in teaching.

6. Staff attitudes toward school climate will be enhanced.

7. Initial improvement in student cognitive and affective areas is expected and will be measured through standardized testing.

Long Range Outcomes:

1. Development of a portable competency based "Staff Dynamics Model" with documentation and application of successful teaching behaviors that is a "time enduring universal" model.

2. Development of a portable model for developing excellence in teaching/instruction that has a built in incentive program, requiring no extra outside dollars to implement. The incentive is furnished through the cooperation of a nearby university in the form of MS or Ed.D degree program. This model may be used by any district regardless of size. Advancement is in the form of course credit and degree achievement utilized consistently nationwide.

3. The "Staff Dynamics Model" will ensure that course credit earned and levels attained are based on a structured, competency based program; based on research in excellence in teaching, rather than on an arbitrary collection of courses, lacking direction, used to gain advancement.

4. Teacher burn-out and stress will be greatly reduced as evidence by reduced absences and less illness. This will be primarily enhanced by the support base created through the peer-mentor partnerships.

5. Student achievement as assessed by standardized pre/post achievement and effective measures and will show improvement at the .05 confidence level.

6. The "Staff Dynamics Model will be utilized to identify leaders in excellence in teaching. The district and local colleges and universities will continue their teaming to make available a doctoral program that more fully trains selected participants in the leadership skills needed to further its concepts. This will become an additional built in incentive to the program that enables participants to obtain advancement and develops higher levels of sophistication in developing and applying the model.

EVALUATION PROCESS

Evaluation of the program will be conducted by an outside evaluator. The tasks will include, but will not be limited to, the administration of cognitive and affective surveys needed to assess climate, competency achievement, goal completion, and anyother areas determined to give sound input into the development of the program. The evaluator will meet with the project administration and building coordinators to establish evaluation design and the observable behavioral changes to be targeted. The evaluation process will also include the following activities:

1. Project administrators will review the program content each year and revise course outlines and field experiences as necessary.

2. Administrators of the program will analyze needed resources and their availability. Their data will be used in obtaining new resources.

3. Students will offer informal input throughout the program. They will also assess program effectiveness by completing evaluation forms.

HISTORICAL PERSPECTIVE

Here is a brief overview where the Colville School district has evolved during the last five years in regards to training of the staff.*

In 1979 there were no real comprehensive staff development programs built on district goals. The focus was rather on individual teacher needs. Therefore, the "Staff Dynamic" model did not evolve from any one event or program, but from a multi-source; giving it strength and acceptance across the board resulting in creativity springing creativity with support breeding support.

There was agreement by all those interviewed that the administration has been the driving force in the development of our present staff development program. The Board supplied the parameters and targets through goal setting. The teachers supplied enthusiasm and the willingness to participate in meaningful activities. The combining of many lesser grants into one block grant through Chapter II monies allowed the district to put monies previously not available into staff development. Training for staff, administration, and Board in Teacher Expectation Student Achievement (T.E.S.A.) was seen as the turning point in the direction the staff development programs were going. It exposed 95% of our staff to the concept of collegial teaming, peer observation, and feedback which is a cornerstone of our "Staff Dynamics" model. From this experience, administrators made a strong committment that we have the expertise to improve teaching performance

*see Appendix V.

utilizing our own teachers through the teacher/mentor peer evaluation concept. One can see this theme of using our own teachers as instructors in most district staff development programs. T.E.S.A. also introduced the concept of working toward district goals with K-12 teachers working together to improve education instruction and student achievement. Finally, T.E.S.A. influenced the idea of looking at programs that focus on effective behaviors that result in excellence.

Ventures for Excellence training was seen as the thread that helped tie many of the existing district programs together. It gave us another process to help identify strengths and weaknesses in teachers. It helped develop the idea that teachers need both a strong conceptual and behavioral base to be an effective instructor. Ventures also furthered the concept to look at student outcomes; which teacher behaviors produced those outcomes, training programs that help produce those behaviors, and outcomes that result in instructional excellence and student achievement.

With this philosophy clearly defined, the "Staff Dynamics" model was beginning to emerge. Programs that have been successfully used in the district now could be looked at in a different light. The administrative team then broke down each successful program already being used in the district including Effective School Research into observable teacher behaviors (success indicators) that would result in student achievement* Teachers now have a process of seeing which behaviors they are doing effectively in the classroom and which behaviors they need to develop or improve on through

personal interviews, feedback and observations from their peers. With this feedback they then can go to specific programs that will help develop the desired behaviors and outcomes.

Finally, it was the belief that teachers should be receiving credit for showing proficiency in the classroom of the desired behaviors identified. Consequently, a Masters degree program was outlined and was presented to Gonzaga University.

For more information regarding implementation of this field based masters degree program, you may write or call:

Dr. James R. Hitter
Superintendent of Schools
430 E. Hawthorne
Colville, WA 99114

(509) 684-2536

CONCURRENT SESSIONS

WEDNESDAY, OCTOBER 8, 1986

4:00 - 5:00 PM

Dr. Marian Giles
1018 Bonham
Amarillo, TX 79120

Dr. Mary Clendenin
4923 17th St.
Lubbock, TX 79416

SHOW AND TELL:

HELPING TEACHERS ENTER THE TECHNOLOGICAL AGE WITH COMPUTER ASSISTED INSTRUCTION

A combination of lecture and demonstration will be used to show the product, **The Target Management System**, designed and written by Dr. Marian Giles, consisting of computer disks and skills instruction manuals for teachers. The program is designed to: reduce paper work, improve students' basic skills, utilize teacher talent, produce criterion-referenced tests, supply behavioral objectives. It features built-in accountability, IEP builder, records tracking system, school/parent communication ability (printed and graphed progress reports), personalized objectives.

Limited (as time permits) hands-on participation will be available showing the ease of teacher use. As a program to overcome teacher hesitancy in using computers, showing the advantages of computer assisted instruction, the Target System especially meets the needs of rural schools. It creates a record of progress and mastery which can follow the student from class to class, or from school to school. Correlated with Target is **Skills Bank**, by Garry McDaniels. Made for student use, it allows independent work and continuous individualized progress records. These programs are especially adapted for special students operating either above or below grade level.

The Target Management System is compatible with APPLE IIe, IIc, Burroughs and IBM. The complete program comes with on-site inservice for teachers, equipping them in computer assisted instruction in skills of graduated difficulty for all students, K-12. After a step-by-step guidance first time through the program, teachers can save time and be more efficient. The program has the ability to score the student, printing an itemized record and a graph for teacher use, showing strengths and weaknesses. Personal objectives for students can be entered and checked.

Accompanying the system is a set of books by Dr. Giles, of curriculum for most subject areas and levels. Although the system can be used with any tests or curriculum, these "condensed books" with methods and suggestions for teaching to specific weaknesses accompany the program.

Expecting in the future to have to keep records of the progress and mastery made by all students, not just special education students, teachers need to become adept at computer assisted management and instruction.

Ginny Pearson, Prog. Coord.
Smith Holt, Dean
College of Arts and Sciences
Oklahoma State University
Harry Wohlert, Professor
Department of Foreign Languag
OSU, Stillwater, OK.

TECHNOLOGY ENHANCED LEARNING SYSTEMS (TELS): AN IDEA FOR THE PRESENT.

The well documented national shortage of qualified teachers of mathematics and science in the secondary schools (1-3) is particularly acute in the rural school districts of the United States. One immediate effect of this shortage is that it deprives potential science and engineering students in rural schools of the opportunity to take advanced science and mathematics courses in their senior year. In particular, college-bound students are impeded academically by being unable to take a senior-level courses which could better prepare them for their college work. In order to meet the needs of the rural student alternative ways must be developed to deliver appropriate programming.

The state of Oklahoma is a good example of the problem and perhaps is setting an example for a solution. Oklahoma has 433 high schools. During the academic year 1984-1985, fewer than one-half of these high schools taught such advanced courses as trigonometry, algebra III, calculus, chemistry II, and physics I (Figure 1). Sixty percent, or over 250 of these schools, are officially classified as rural by virtue of size, location, etc. These rural high schools graduate 40% of all the high school students in the state. Although it is clear from the statistics that the problem of access to courses is not confined to rural schools, particularly in the case of calculus, chemistry II, and algebra III, it is also clear from data available through the Oklahoma Department of Education that it is in the rural school where advanced science and math courses are least likely to be taught (4).

There are of course many reasons why staffing problems are particularly acute in rural areas. There is first the general shortage of math and science teachers mentioned earlier. In addition, however, there is a cost factor -- it is virtually impossible for a school district to justify hiring a full-time teacher of physics or calculus when there are only 5 to 10 students to take the course. And there is a geography factor. Many young teachers just do not want to live in a small, remote community. These latter two factors will probably remain of overriding importance even if we somehow solve the teacher shortage problem.

What then does Oklahoma State University's College of Arts and Sciences propose as a solution --Technology Enhanced Learning Systems (TELS). It is a 1950's idea made feasible by 1980's technology. But first a little background. Since 1980 the College of Arts and Sciences at Oklahoma State University has been developing a close relationship with both the State Department of Education and public schools throughout the state. Particular emphasis has been placed on establishing contact with the rural schools since OSU draws an important segment of its student body from rural Oklahoma. Our ties with public school officials permitted us to explore directly the needs of the rural schools and to begin to respond to these needs when the appropriate technology appeared on campus in 1983. That technology, a 10-meter C-band satellite uplink, housed in a brand new $3.5 million Telecommunications Center, provided us, for the first time, with direct access to high school classrooms across the state, the region, and the nation.

In August of 1984 we began live broadcasts to 10 schools widely dispersed across the state. Initial offerings focused on in-service training for teachers and supplemental enrichment material for the classroom (cf. inset). In addition, during the spring of 1985 a German language program was piloted with the Beaver, OK school district, a district some 250 miles from the Stillwater campus. The question we wished to have answered by the pilot program was whether language could be effectively taught over large distances without the presence of a teacher certified in the subject present in the classroom (though state law requires the physical presence of a "language coordinator" with a secondary certification). Results of this fledgling effort burgeoned in the fall of 1985 into the live delivery of "German by Satellite" to thirty-nine schools across Oklahoma and Kansas. (An additional eleven schools subscribed to the enrichment programming only raising the total number of schools in the network to fifty.)

"German by Satellite" is delivered through a combination of technologies. There are biweekly telecasts which permit instruction in pronunciation, interaction with students via two-way audio communication, and presentation of views of German art, culture, and everyday life through the use of short films and German TV commercials. The other three days of the week live programming is replaced by computer-aided instruction. Using microcomputers linked to voice recognition units and audio cassettes students receive additional instruction and drill in both written and spoken German. Further contact with the instructor is available through electronic mail and a 1-800 line.

Thus far the program has been exceptionally successful. The TV presentations have been spontaneous and the interaction between the students and the on-campus faculty member has been unimpeded by the technology. Further, comparison with an on-campus control group indicates that performance levels are quite satisfactory (Figure 2). That the schools are supportive of the program is indicated by the fact that over one hundred schools in a five state area will be part of the network this fall.

What does this have to do with math and science? The obvious answer is that if it works for language it should work for science and math. We are adding Physics I (as well as German II) to the satellite curriculum this year. The format for physics is much the same as for German, with the exception that a third telecast is being added to accomodate the need for an explanation of the laboratory experiment to be carried out that particular week. Teachers, whom we expect to be teaching math or science courses in the high schools, will receive instructional support through written materials, computer software, and video tape, in addition to the live teleconferences. In the process we expect that not only will the students receive instruction in calculus or physics but that many of the teachers in rural districts will be renewed and restrengthened in their ability to teach in their own subject areas.

In the active planning stage are courses in mathematics and chemistry--although there are some peculiar problems with chemistry due to the nature of the laboratory experience. We expect to have these programs ready for delivery no later than the fall of 1988.

This is a model which can be replicated in other regions of the country. The initial outlay for the higher education institution may seem high but the

money saved through the improved performance of entering freshmen should rapidly amortize that cost. Further, schools receive, at a relatively modest cost (approximately $2,000/course after an initial outlay of $10,000 - $15,000 -- a cost borne for many of the schools by a grant program set up by our state legislature), quality instruction and direct access to the enormous resources of the higher education institution. But the real bottom line is that we tap the young talent that America so sorely needs to ensure its economic future.

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2. Paul, C. "The Mathematics Teacher Shortage - Some Solutions." Math Teacher **74**, March, 1981: 173-179.

3. Akin, J.N. "Teacher Supply/Demand." Association for School, College, and University Staffing, Madison, WI 1983.

5. Garrett, S., Director of Rural Education, Oklahoma State Department of Education, Personal Communication.

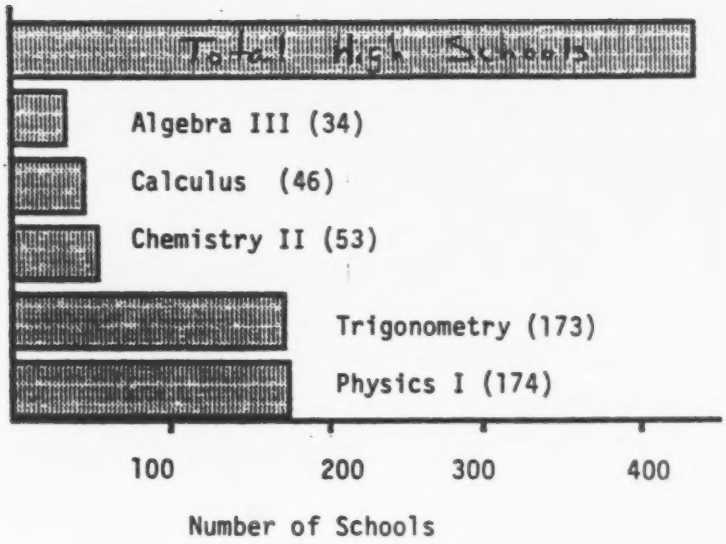


Figure 1. Frequency of selected science and math courses taught by Oklahoma high schools during AY 1984-1985.

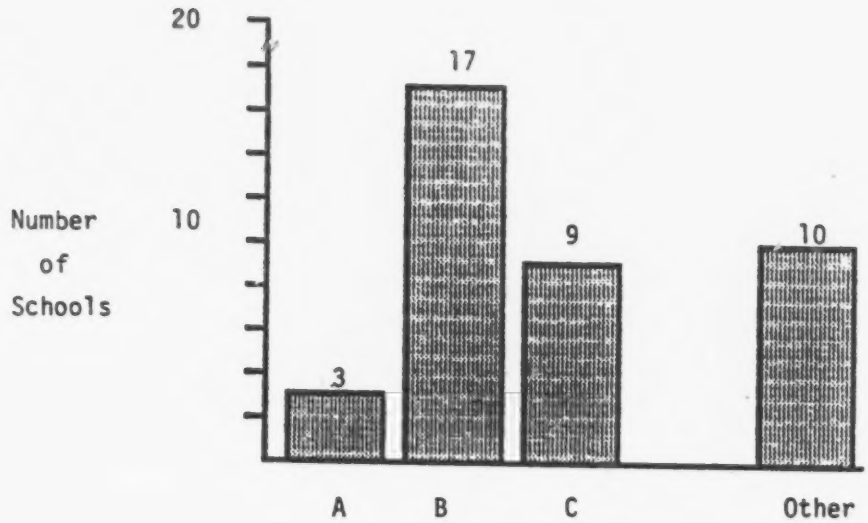


Figure 2

First year performance of schools compared to OSU students taking German I on campus. A= 90-100%, B= 80-89%, C=70-79%. "Other" represents those schools not evaluated because of entry into the program 2-5 weeks after its commencement.

Figure 3.

AN ILLUSTRATIVE EXAMPLE OF BASIC COSTS FOR "GERMAN BY SATELLITE" & "PHYSICS BY SATELLITE"

This example assumes that a school district is participating directly with OSU's A&S Extension for the basic fee of $1,750.00 for German I and physics and that there are no more than ten students in either class. It also assumes that the school has none of the necessary equipment at the outset.

Note: Not included in this example are the expenses involved for providing a certified classroom teacher for the classroom supervision of students or for long-distance telephone calls for live "on the air" questions during the broadcasts.

I. Subscription Fees — $3,500.00

A. German by Satellite I - $1,750.00
B. Physics by Satellite -- $1,750.00

II. Satellite Dish, Receiver, Monitor (using the enclosed technical specifications) NOTE: These specifications were developed for a "low end professional system," but schools in Oklahoma have been able to make effective use of systems costing in the range of $2,000.00. — $6,000.00

III. Apple IIe Computer (starter system: 128k CPU, 1 drive, green screen monitor) -- 5 computers @ approximately $950.00 each — $4,750.00
NOTE: This assumes that students will be able to rotate use of the computers (as discussed in Professor Wohlert's manual).

IV. Accessories for Each Apple IIe -- 5 sets @ approximately $100.00 each — $500.00

A. cassette recorder with remote microphone input ($30.00)
B. mini stereo/mono headphone ($13.00)
C. y-adapter ($4.00)
D. extension cord with miniature phone plug ($3.00)
E. cassette control device ($50.00)

V. Additional Computer-Related Equipment (one of each) — $1,900.00

A. modem with communication software ($500.00)
B. two-way speakerphone ($50.00)
C. speech recognition unit (Scott Instruments; $950.00)
D. computer printer with interface ($400.00)

VI. Software for Computers — $760.00

A. Dasher software (educator's pack of 5 sets plus backup; $400.00)
B. Subscription to Mail/204 ($60.00)
C. 100 blank disks and 500 blank cassette tapes ($300.00)

VII. Textbooks, Workbooks, and Laboratory Equipment — $895.00

A. Deutsch heute textbook (11 @ $31.95)
B. Deutsch heute lab/workbook (11 @ $10.95)
C. Deutsch heute language tapes ($17.95)
D. Physics: Principles and Problems textbook - 10 @ $18.30 + 1 @ $24.75)
E. Physics laboratory equipment kit (from OSU; $200.00)

German by Satellite

A "German by Satellite" course is a thirty-week program which combines two 45-minute live television programs each week with computer-assisted instruction. In addition, students study the college-level textbook *Deutsch heute*, a lab/workbook manual, and German language cassettes. The material, however, is presented at half the pace of a normal college course.

In the remaining three days of each week, the students work on Apple IIe or Radio Shack III/IV computers utilizing four computer programs (a sound-integrated vocabulary practice program, a dictation program, a comprehensive grammar program, and a voice recognition program). The voice recognition program reacts to a student's spoken input by checking correctness of grammar, content and pronunciation in comparison to a previously stored statement by a native speaker.

Live interaction takes place during the satellite transmission via an audio bridge. A toll-free number also allows any student access to individual assistance with assignments or other aspects of the course. An electronic mailbox system provides the students, language coordinators, or school administrators 24-hour a day access to the instructor.

Dr. Harry Wohlert, who conducts the "German by Satellite" courses, is a native of Germany and Associate Professor of German in OSU's Department of Foreign Languages and Literatures. He has been president of the Oklahoma Foreign Language Teachers Association (OFLTA), a recipient of the AMOCO Foundation Award for Excellence in Teaching, and has recently been nominated by OFLTA for the National Textbook Company Award. Dr. Wohlert has developed the format used in teaching the German language by satellite and integrated it with his own unique computer programs as well as a commercially written program.

The television lessons present all four aspects of the spoken language (listening, speaking, reading, writing) in a cultural setting of a German speaking country. Each presentation stays within the average attention span of the students and is separated from others by taped segments such as German TV commercials or cultural vignettes about Germany, Austria, or Switzerland. The necessary drill (repeated sensory inputs) for long-term memory of the various language components is provided by the computer programs and language.

If you have questions about any of the equipment or text materials for German I or German II, please feel free to call or write Dr. Wohlert at the Department of Foreign Languages and Literatures, Oklahoma State University, Stillwater, OK 74078. His telephone number is (405) 624-5825 or 1-800-522-3518.

GERMAN I: No prerequisites. This course will be taught by giving equal emphasis to speaking, listening, reading and writing with a contemporary cultural context, contrasting various aspects of daily German life with its American counterpart. About half of the basic German grammar will be presented in continuous comparison to English grammar. The latter has been considered a bonus by most native English speakers: "For the first time, I understand English grammar." The college-level textbook "Deutsch heute" and a comprehensive tape program will offer approximately 1,000 German words for mastery.

GERMAN II: Prerequisite German I by Satellite or equivalent (one year of high school German). Approximately 1,000 words in addition to the ones learned in German I will be presented for mastery. At the end of the course, the student has covered the basic German vocabulary and grammar and should now be able to read non-specific texts with repeated use of a dictionary and carry on simple conversation with mistakes in structure and vocabulary.

BROADCAST TIMES AND DATES:

"German I" and "German II," will be broadcast according to the following time schedule (Central Time) on the dates indicated below:

Test Signal	8:55 - 9:10 a.m.	Break	9:55 - 10:05 a.m.
German I	9:10 - 9:55 a.m.	German II	10:05 - 10:50 a.m.

All courses will begin on Wednesday, September 3, 1986, and continue each Monday and Wednesday. *Please note the exception because of Labor Day.

FALL SEMESTER, 1986, BROADCAST DATES

Wednesday, September 3
*Friday, September 5
Monday, September 8
Wednesday, September 10
Monday, September 15
Wednesday, September 17
Monday, September 22
Wednesday, September 24
Monday, September 29
Wednesday, October 1
Monday, October 6
Wednesday, October 8
NO PROGRAMMING DURING WEEK OF OCTOBER 13-17
Monday, October 20
Wednesday, October 22
Monday, October 27
Wednesday, October 29
Monday, November 3
Wednesday, November 5
Monday, November 10
Wednesday, November 12
Monday, November 17
Wednesday, November 19
Monday, November 24
Wednesday, November 26
Monday, December 1
Wednesday, December 3
Monday, December 8
Wednesday, December 10
Monday, December 15
Wednesday, December 17

SPRING SEMESTER, 1987, BROADCAST DATES

Monday, January 5
Wednesday, January 7
Monday, January 12
Wednesday, January 14
Monday, January 19
Wednesday, January 21
Monday, January 26
Wednesday, January 28
Monday, February 2
Wednesday, February 4
Monday, February 9
Wednesday, February 11
Monday, February 16
Wednesday, February 18
Monday, February 23
Wednesday, February 25
Monday, March 2
Wednesday, March 4
Monday, March 9
Wednesday, March 11
Monday, March 16
Wednesday, March 18
NO PROGRAMMING DURING WEEK OF MARCH 23-27
Monday, March 30
Wednesday, April 1
Monday, April 6
Wednesday, April 8
Monday, April 13
Wednesday, April 15
Monday, April 20
Wednesday, April 22

SUBSCRIPTION FEES:

"German I" and "German II," are offered for a "basic fee" of $1,750.00 per course which includes up to ten students. If there are more than ten students in a course, there is an additional $50.00 per student fee beginning with the eleventh student.

By subscribing, a district obtains the right to:

- receive the twice-weekly programs on its own satellite receiving system or through a cooperating cable television system (instruction on Mondays and Wednesdays in a thirty-week series),
- make an off-the-air videotape copy of the broadcast for later use by the school district,
- receive and duplicate all written materials produced at OSU in conjunction with the satellite/computer course, and
- the computer software developed by the Arts and Sciences faculty who teach each course (students work with the software, textbooks, and lab manuals on the remaining three days of the week).

Because of the importance of live interaction with the professors, "German by Satellite I," and "German by Satellite II," will be available only on a *live reception basis*.

Physics by Satellite

"Physics by Satellite" is a one-year, introductory, high school physics course. Its goals are to help students appreciate the physical world around them, and to prepare them for college physics. This course is geared to the high school textbook, *Physics: Principles and Problems*.

Three days of the week the students receive instruction through live television broadcasts. During these broadcasts, students and the OSU instructor can speak to each other via two-way audio links. The remaining days of the week are reserved for in-class problem solving, a simple laboratory session, and a quiz. These latter activities will be managed by the high school instructor, who will be provided with all necessary materials and written instructions.

Additionally, interactive, game-style computer programs have been designed for the Apple IIe to help the students better understand those physical ideas that are best illustrated with computer graphics. The students should be encouraged to use these self-explanatory programs during the weekly problem-solving session, and whenever they have free time during the school day.

Given below are the main topics covered by the course. This list is consistent with Oklahoma's State Department of Education's Suggested Learner Outcomes for Physics.

FALL SEMESTER

- Physics – overview, its value, careers
- Fundamental Mathematics
- Measurement
- Motion in a Straight Line
- Graphical Analysis of Motion
- Vectors
- Dynamics
- Momentum and its Conservation
- Motion in Two Dimensions
- Universal Gravitation
- Work and Power
- Energy and its Conservation
- Measurement of Heat
- Kinetic Theory
- Gas Laws

SPRING SEMESTER

- Waves and Energy Transfer
- Nature of Light
- Reflection and Refraction
- Mirrors and Lenses
- Diffraction of Light
- Production of Light
- Static Electricity
- Electric Currents
- Series and Parallel Circuits
- Magnetic Fields
- Electromagnetic Induction
- Introduction to Quantum Theory, Atomic Physics, Nuclear Physics, and Special Relativity

The OSU instructor for this course is Dr. Peter Shull, who is Assistant Professor of Astrophysics in the Department of Physics. Dr. Shull received his A.B. and Ph.D. degrees from Princeton and Rice, and worked at the Max-Planck-Institute for Astronomy in Heidelberg and at Arizona State University before joining OSU's faculty. He has been nominated for a Burlington Northern Faculty Achievement Award. Responsible for software development is Mr. Shel Randall, a recent physics graduate and computer programmer now working on a master's degree in physics education at OSU.

Prerequisites: Algebra I; Geometry and Trigonometry recommended.

Text: J. Murphy and R. Smoot, *Physics: Principles and Problems*, C. Merrill Publ. Co., Columbus, OH, @ 1982 or later.

The computer is the Apple IIe, including the following Apple components: 64k CPU, monochrome monitor, keyboard, and one or two floppy-disk drives. Schools should be requested to dedicate at least one such computer to the physics course, and to permit students to use it at any time during the school day. ASTN will provide all necessary software on floppy disks.

ASTN will offer a lab kit for $200 to schools without suitable lab equipment.

Enrichment Series

These Special Series of Enrichment Programs are an integral part of programming provided for the public schools by ASTN. Both the 1984-85 and 1985-86 Enrichment Series are available on tape for teachers to utilize in the classroom.

Enrichment Series

1984-85 – English Composition
The Electoral College System
Plant Tissue Culture (3 part series)
Ethnic Groups in Oklahoma (3 part series)
Discovery: Perspectives in Chemistry (3 part series)
Environmental Biology (3 part series)
Earthquakes, Volcanoes, and Earth Science (3 part series)

1985-86 – Population: World Crisis in Perspective (6 part series)
Mass Communications and Social Change (6 part series)
Great Thinkers of the World (3 part series)
The Soviet Bloc: A Mosaic (6 part series)

Contact ASTN for more information: 405-624-5647
Arts and Sciences Extension
206 Life Science East
Oklahoma State University
Stillwater, OK 74078-0276

Staff Development

STAFF DEVELOPMENT FOR TEACHERS

ASTN will broadcast a series of six teacher staff-development teleconferences during the 1986-87 academic year. A brief description of each 90-minute teleconference is provided below. All of the staff-development teleconferences will be broadcast with a test signal at 3:15 p.m. (Central Time) and *program content from 3:45 p.m. to 5:15 p.m.* Days and dates are given along with the program description.

Written materials will be provided to participating schools for duplication so that the teachers taking part in the teleconference staff-development programs will have a program outline and supporting information.

1986 FALL SEMESTER

TEACHING ENGLISH: METHODS – Tuesday, September 23

Dr. Richard Batteiger, Associate Professor of English and Director of Freshman Composition at OSU will host this 90-minute teleconference which will present an overview of a variety of composing processes identified in current research and illustrate methods of teaching writing as a process in elementary and secondary classrooms. This teleconference will emphasize methods that teachers can use immediately in class to teach students methods for selecting writing topics, gathering and generating information, organizing, drafting and reviewing, and editing. The presentation will also explain and demonstrate classroom alternatives to the lecture format including in-class writing workshops, individual and group conferences, peer groups and critiques, and public critiques of student and professional writing.

ELEMENTARY MATHEMATICS – Tuesday, October 28

Learn more about three exciting applications for classroom use in enrichment – discoveries in microcomputing, transformational geometry, and elementary probability and statistics. Classroom applications for junior high school and senior high school students will be an integral part of this teleconference featuring three Associate Professors of Mathematics at OSU – Dr. Wayne Powell, Dr. Joel Haack, and Dr. John Wolfe. The program will highlight computer applications as well as mathematical concepts which can easily be worked into your existing curriculum to add new dimensions for your students.

LEFT BRAIN – RIGHT BRAIN: FACT, FICTION, APPLICATIONS – Thursday, November 20

Dr. David Thomas, OSU Assistant Professor of Psychology, will lead a 90-minute exploration of this topic which has caught the public's attention and generated popular expectations for applications in science, art, business, and education – with expectation exceeding scientific research support in many instances. This teleconference will seek to clarify which concepts are scientifically valid, point out misinterpretations which have been presented by various media as scientifically based, and discuss valid applications of the science of hemispheric specialization to education.

1987 SPRING SEMESTER

USE OF VIDEO IN THE CLASSROOM – Thursday, February 12

Betamax, VHS, 8 mm, Camcorder, Dockable Units, Wireless Remote Control, Stereo, Hi-Fi, High Definition, 2-Head, 3-Head, 4-Head, Compatibility, Interactive, Passive – the new developments and advancements in the ever-changing new technologies of television and video production have created an "alphabet soup" of initials and acronyms. This teleconference, hosted by Dr. William Rugg, OSU Associate Professor and Assistant Director for Radio-TV-Film in the School of Journalism and Broadcasting, is designed to help unravel all of this and to provide a primer for educators who plan to use video in the classroom. Questions about equipment purchases, additions to current equipment, basic production techniques, editing, and simple special effects will be addressed in this "up to the minute" look at adding visual impact to your classroom.

INDIANS IN OKLAHOMA – Thursday, March 5

Dr. David Baird, Professor of History at OSU, will host this teleconference designed to demonstrate the historical richness of the subject in terms of content, interpretation, and bibliography and to suggest different classroom approaches to the topic. Included will be division of the topic into three historical periods (tribal sovereignty, 1830-1887; allotment, 1887-1907; since statehood, 1907-present), an approach to the Oklahoma Indian experience, and appraisal of the literature on the topic – with an emphasis on some of the more recent publications. Classroom approaches will include out-of-class reading assignments, research activities (History Day), field trips, guest lecturers, traveling exhibits, and teaching from a thesis.

STRESS AND STRESS MANAGEMENT – Thursday, April 2

Dr. Bert Jacobson, Assistant Professor in OSU's School of Health, Physical Education, and Leisure services will host the final 90-minute teleconference in the 1986-87 series. Almost any educator will understand that teaching can be a stress-producing profession – particularly near the end of the school year in a tight budget situation. This program is designed to help you better understand stress as a scientific concept, its causes, models for understanding stress, and – perhaps most importantly – strategies for coping with stress. This teleconference has direct personal applicability for professional educators as well as for the classroom setting.

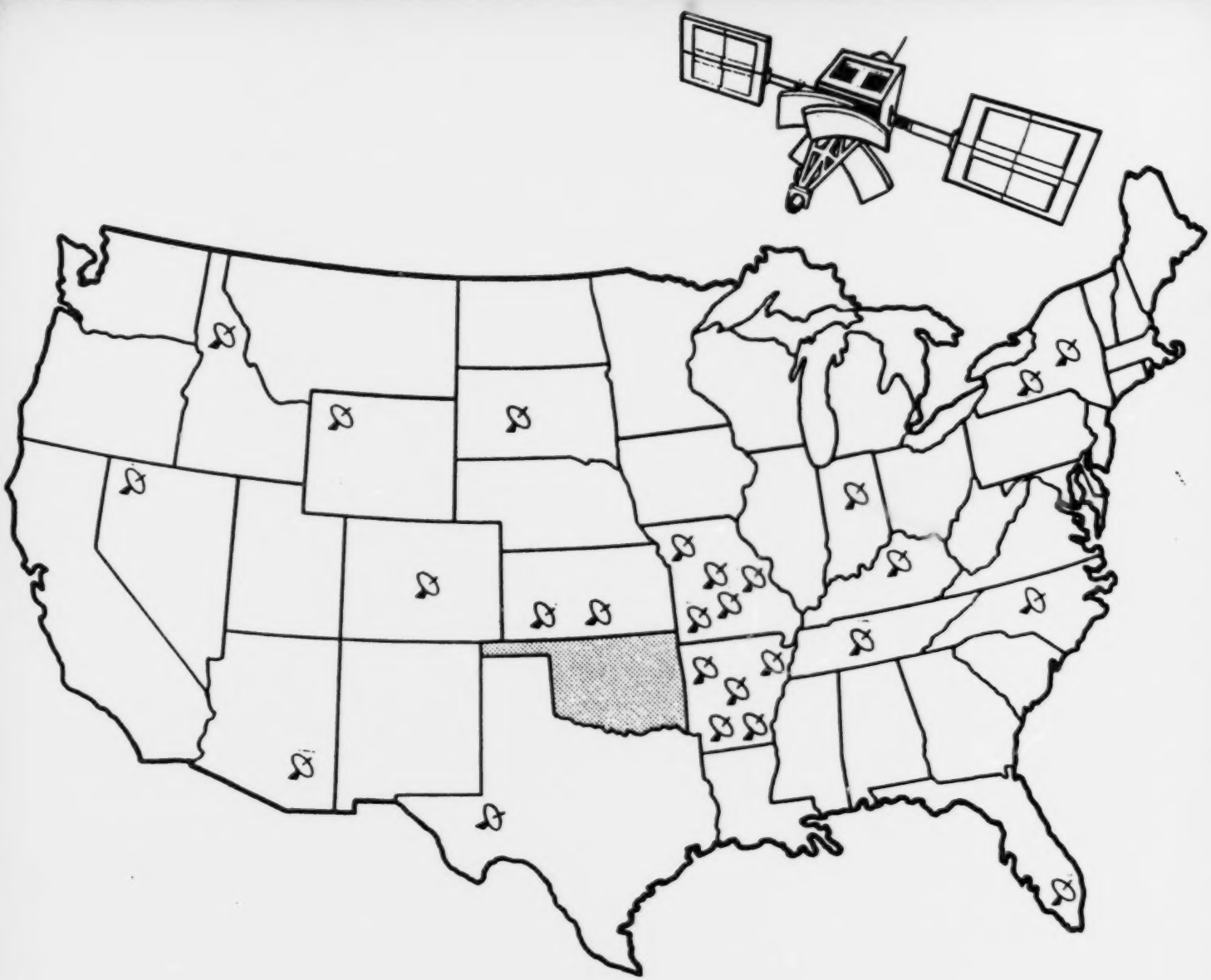
FEES FOR STAFF DEVELOPMENT SERIES:

Live Reception by Satellite – $150 per program, or $750 for entire series of six programs.

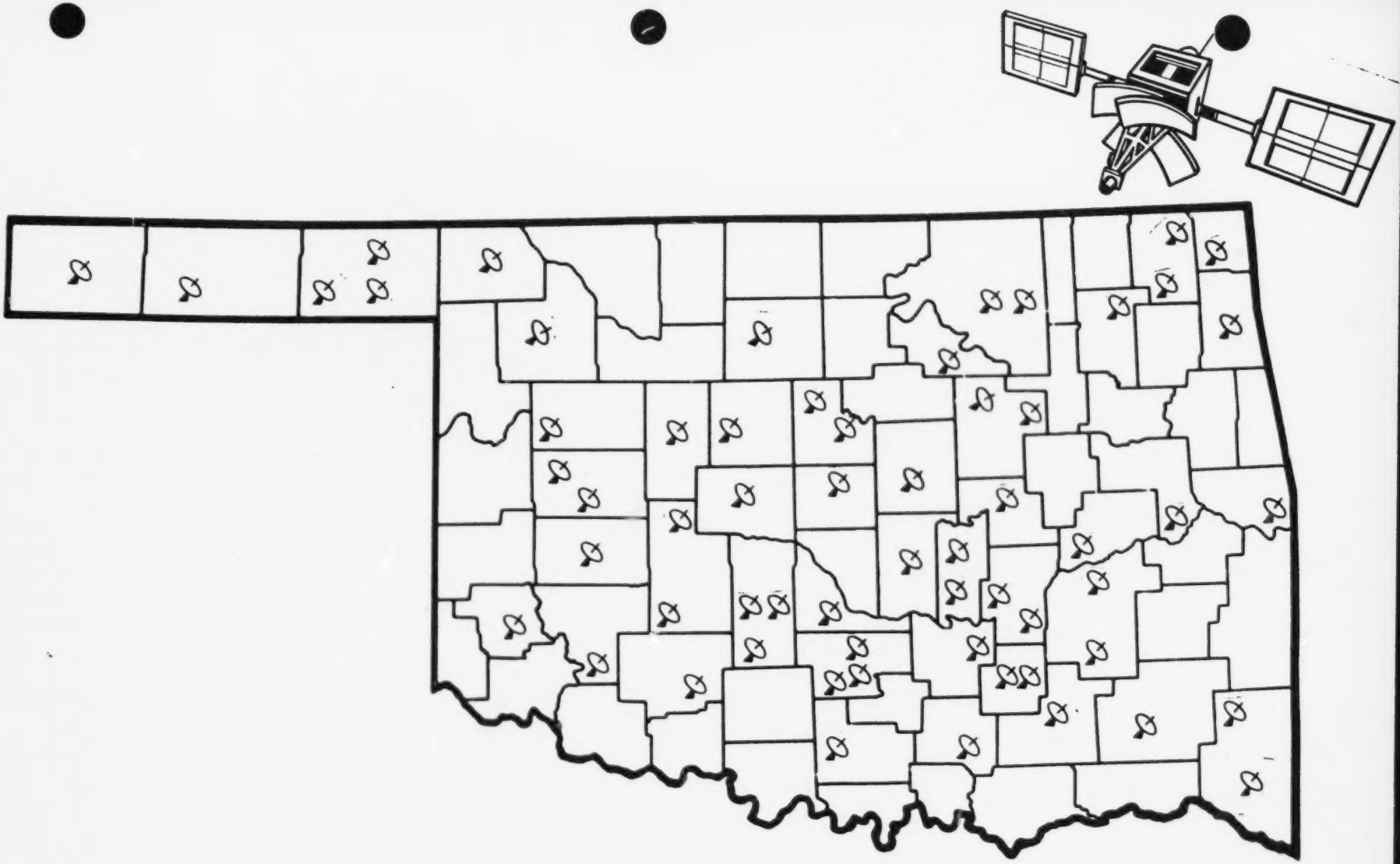
Videotaped Copies – $200 per program, or $1,050 for entire series of six programs.

Other staff development programs available on tape from the 1985-86 Series:

a. Communication Disorders (2 part program)
b. Teaching Writing Through Study of Literary Genre (6 part series)
c. Discipline in the Schools (2 part program)



Arts and Sciences Teleconferencing Network 1986-87



Arts and Sciences Teleconferencing Network

Steve Toy, Superintendent
Shelley Joint School District #60
545 Seminary Ave, Shelley, ID 83274

PROPOSAL FOR PRESENTATION AT "EXPOSITION '86:

INNOVATION PROGRAMS, RESEARCH AND TECHNOLOGIES IN RURAL EDUCATION"

BELLINGHAM, WASHINGTON

October 7-10, 1986

Happily Ever After--A School/Community Relations Plan for a Small, Rural School District

Dr. Steve Toy

While much work has been done concerning school-community relations, a good deal of that work is not relevant to the needs of small, rural school districts. This is why I have taken this on as a topic of research for my Doctoral Dissertation at the University of Colorado, Boulder, which is now complete. The more I have shared this information in seminars and workshops at other conventions, the more I have realized the need for the work I am doing. Many of the problems in small, rural school districts with limited resources can be of benefit to a school district. There is much that can be done in the area of school-community relations without additional funding or staff.

School communities are making their schools, and its leaders, more accountable for what they do. Communication, therefore, becomes a critical issue for the school administrator and for school boards. Also, with tight funding, school districts need to find new ways of helping the public to understand the need for supporting schools. There are mill levies to be raised and bond issues to be passed. School-community relations can assist school districts in helping to meet the needs of their students.

Steve Toy is currently Superintendent of Schools, Shelley Joint School District No. 60, Shelley, Idaho. Previously, he served as superintendent of two other school districts. He has a Bachelor of Arts in journalism and public relations, a Master of Arts in educational administration and a Doctorate in educational administration. He has done extensive work in school district public relations. Before entering the field of education, he served as a public relations expert, and as a newspaper reporter for newspapers in Nevada and California.

The presentation would require an overhead projector and screen.

The presentation would be in accordance with the following brief outline:

A. Introduction of school-community relations, and its pertinence to small, rural school districts. Discussion of basic concepts, including principles of honesty and a solid, good product.

B. Specific, concrete ideas that workshop attendees could bring back to their own school districts. Ideas will be offered that have been tried and proven in small, rural school districts--everything from superintendent home visits during the summer as a priority goal to newsletters to positive notes home, and a wealth of other ideas. Sample materials from many school districts will be on display.

C. Sharing time. Before the presentation begins, index cards will be passed out asking participants to write down a question or a problem involving school-community relationships in their school district. Following items A and B, these questions will be read and discussed by the group. In the past, good, specific questions have been asked leading to excellent discussion on issues pertaining to bond issues passage; board member recalls; and other areas.

Three objectives of the presentation are:

1. Participants will be able to implement new school-community relations techniques.

2. Participants will be able to write a school-community relations plan catered to their school district.

3. Participants will develop skills to be able to teach their faculty and staff school-community relations techniques.

Claudette Morton
Liaison to County Superintendents
Office of Public Instruction
State Capitol, #106
Helena, MT 59620

The Montana Educational Challenge Project: A Collaborative Field Research Program of the Office of the Superintendent of Public Instruction and the Office of the Commissioner of Higher Education, funded through the Council of Chief State School Officers by the Andrew W. Mellon Foundation.

Montana, the nation's fourth largest state geographically, has less than 800,000 inhabitants, making it the forty-fourth state in population. Forty-seven percent of the state's population reside in rural areas or in communities with populations under 2,500. Montana's schools reflect this. There are over 100 one-teacher schools, 62 two-teacher schools and 31 three-teacher schools.

This presentation will focus on the findings from visitations to 124 public schools in Montana representative of the general population distribution. County superintendents and rural schools, with a student population as small as ten, were involved in the study. These visitations were conducted in 1984 and 1985 by college personnel, public school administrators, public school teachers and state agency personnel. The visitation teams focussed on the state accreditation standards and on three specific areas of research identified by a steering committee of state educators. Data was collected on current evaluation techniques and the link between evaluation and staff development, loss of instructional time and identification of exemplary teachers and administrators.

After the findings of the research were presented to the State Board of Public Education, a new policy was adopted to improve professional development for all public school educators. This has moved the Montana Educational Challenge Project into an implementation phase. The progress of that work and future plans will also be presented.

The Montana Educational Challenge Project involves a firm collaboration between the entire higher education system in the state and all the public schools. This presentation should serve as a model to other states and groups which are interested in the research areas of professional development and instructional time.

RECRUITMENT, EMPLOYMENT AND RETENTION OF HIGH-TECH PROFESSIONAL SPECIAL EDUCATION STAFF IN RURAL SETTINGS THROUGH MANAGEMENT THAT STRESSES EMOTIONAL WELL-BEING

Primary Presenter:
Jerome H. Morton, Ph.D.
Executive Director
Little Tennessee Valley
Educational Cooperative
Route 9, Box 316
Lenoir City, TN 37771
(615) 986-5632

Co-Presenters:
Leona L. Mote, JTPA Instructor, LTVEC
Cynthia L. Marshall, 0-3 Site Coordinator, LTVEC
Pamela D. Potocik, 0-3 Site Coordinator,LTVEC

It is a myth to think that human services providers enter their various professions to sell their services to the highest bidder. They enter the field out of a sense of commitment to serving and helping others. In turn they think that their services will be valued and they will be appreciated for their efforts. While they expect a decent wage, they place job satisfaction before high salaries. They want to work where they are needed and valued.

Too often administrators see their primary function as getting the funds to pay for positions, finding professionals to fill them, and then seeing to it that the professionals keep to their schedules, including the completion of their paper work. This approach simply does not produce when the professionals can pick and choose where they will work. To attract professionals (physical therapists, occupational therapists, vision specialists, speech therapists, psychologists, special education teachers, etc.) to take a position, several factors must be considered including (1) providing them a position in which they will be able to make a difference in the client's life and the life of the organization they work with, (2) providing them with an emotional support system that enables them to correctly interpret the culture of the client, service organization and community, (3) providing them with opportunities to share ideas with other professionals, and (4) providing them with opportunities to participate in making decisions that improve their services delivery model.

Once they are employed, the work environment must meet their

expectations if they are to remain and help recruit others. Critical to the acceptability of that environment are the assumptions made by the management. Key assumptions that need to be present and acted upon are that (1) professionals place their loyalty to the delivery of services for their clients instead of to the organization employing them, (2) when conflicts in delivery models occur, the professional will choose the one that most clearly complies with his/her code of ethics, (3) the emotional well being of the service provider is critical to the effectiveness of their services, and (4) management must be actively involved in assisting the professional to maintain that well being. Management's most direct involvement with the professionals lies in utilizing the resources of the organization to remove blocking variables that inhibit the professional's delivery of services.

While it is easy to cite these concepts, anyone actively involved in rural education can quickly develop a list of reasons why the concepts are impractical. They range from the fact that most rural education organizations are male dominated ones operated on a strict authoritarian basis, to the resistance of the local community to employ or accept outsiders, to the fact that most professionals come from and were educated in large urban areas and are reluctant to move to rural settings, to the fact that the pay is usually lower in rural systems than urban ones. Various people could disagree on the merits of these points but all would agree that collectively they reflect a host of assumptions that have enough examples to cause a lot of professionals to reject positions in rural areas.

The reasons for rejecting or overcoming the negatives and implementing the preferred administrative model are many and all of them are feasible. However, in the recruitment, employment, and retention of professionals, it is not critical that all the problems be solved. It is critical that they be acknowledged, discussed, and that joint problem solving be initiated between the staff and management. These techniques have been proven to be successful.

Two examples of the success of this management conceptualization are the Birth-through-Three-Year-Old Seriously Handicapped program with program sites in three counties of rural East Tennessee and a Job Training Partnership program entitled Career Training for High School Students, located in another East Tennessee county. Both programs are administered by a small, public, non-profit educational cooperative out of Lenoir City, Tennessee. Descriptions and accomplishments of these programs are being presented in other sessions of the National Rural and Small Schools Consortium; thus the reader can obtain detailed information about them elsewhere. It will serve the purpose of this presentation to provide a brief description of the programs while being more detailed in the actual recruitment and management of the staff through the administrative agency, the Little Tennessee Valley Educational Cooperative (LTVEC).

The Birth-Through-Three-Year-Old Seriously Handicapped program has a full time program site in Blount County, Tennessee, a half-time program in Loudon County, Tennessee, and a quarter-time program in Monroe County,

Tennessee. Children must have at least two handicapping conditions in order to qualify for admittance. There is no question that the children are seriously handicapped. Three children died of their conditions last year. There is a waiting list. The Blount program serves 15 children. Each child is served two times a week for four hours a session. The other sites are less than full time due to lack of funds. An HCEEP demonstration grant created the program in 1981. The Birth-Three program staff consists of a 4/5 time A.B.D. psychologist, a 3/4 time M.A.+ school psychologist, a part-time physical therapist, a part-time occupational therapist, a part-time M.A. vision specialist, a part-time M.A.+ speech and language pathologist, and six minimum wage part-time aides who all have B.A.'s or M.A.'s. This team of professionals has enabled the children to make statistically significant improvements over those expected every year. There has been about a 40% turn-over in staff since 1981. About 60% of that turn-over is accounted for by staff members continuing their education and moving on to new positions. Approximately 30% of the open positions were filled by aides who continued their education and were promoted. All staff members who have left the program played active roles in recruiting their counterparts and have been in contact with the program at least five times a year since their departure despite the fact that almost all of them moved out of state.

In 1975, professional staff members of LTVEC involved in testing and serving handicapped children in regular school programs pointed out the need for an early intervention class for handicapped children ages four through six. The administration asked them to document the need, identify potential class members, and work through a feasible delivery model. The staff formed a task force and went to work while LTVEC's director searched out funding and support from the school systems. There was resistance, but two school systems agreed to provide funding for one year. While parents agreed to have their children attend, they were not enthusiastic. Some parents were reluctant to have their handicapped children leave a baby sitting program to attend the new one. Around this time, an occupational therapist was recruited from Galveston, Texas, to work in this program and another one operated by LTVEC. She was apprised of the situation and found it to be challenging.

In 1978 and 1979, the staff noted that the data demonstrated that the earlier a handicapped child was worked with, the more over all improvement the child made. There was a need to create a Birth-through-Three-Year-Old program. The same process was reported by staff and administration. The school systems felt that they could not directly support the program. HCEEP was discovered as a possible funding source, so the staff wrote a grant. During that time and the three year funding period, the program lost staff members to such places as Austin, Texas, and gained new ones from other states. When the staff members learned that they were leaving, they actively sought out replacements from among their colleagues in other states and through their professional organizations. They all continue to stay in touch with the program, sharing knowledge that they learned at their present places of employment with the current staff. One person who started in the program as an aide, with three years of college, decided to pursue her education

while working in the program, completed her college degree, became certified, was a teacher in the program, became a site coordinator and then left the program and is currently working with another project in a nearby city. She is still considered a part of the project and is often consulted by the staff. She left LTVEC because it did not have the money to fund her position on a full time basis. The staff recognized the funding problems and developed strategies to better compensate with community resources. Due to the commitment of numerous community groups, and most notably the Blount County United Way, the Levi Strauss Corporation, and the Tennessee Department of Mental Health/Mental Retardation, the program continues. It is clear that this program was created, staffed and operated by the professional staff. The administration found ways to remove blocking factors from them. It was not perfect then, nor is it perfect now. However, it exists and it measurably changes children's lives. There has never been a problem in staffing the program. The problem has been in getting funds to keep the program operating on a large enough basis to serve all the children who need it.

In the summer of 1982, the LTVEC director and the director of the Loudon County Vocational Center were discussing the need of their students to be better prepared to obtain jobs. The school system's drop-out rate was very high. While the Vocational Center had and has one of the state's highest placement rates of its graduates (about 32%), there was a large group of students that could clearly be identified as being unemployable because of their academic and behavioral records. They were hostile to authority figures in and out of school, only attended because they had to, and had a high absence rate. It was determined that if the students could be taught to value themselves more and to understand the job market and the pressures on an employer, they could be successfully employed. They already had marketable job entrance skills. It was their attitude and approach to employers that made them unemployable. Both directors agreed that such a program would require funding from a source other than the schools and a very talented professional to fill it. From time to time thereafter, it was discussed until the fall of 1983.

During the beginning of the 1983-84 school year, LTVEC's director got a call from a woman who had moved into the area because of her husband's job transfer. She was considering applying for a position with another organization and had been advised that the director could give her some information about the region. She had an Ed.D. in vocational education and her dissertation was on training disadvantaged youth for entrance into the work force. She was also a national consultant to Head Start with a long list of publications. While she was given the information requested, she was told about the dream idea. The director stressed that he did not know where the funds could be found, but asked if she would like to work on the idea if a glimmer of hope was discovered. Her answer was yes, but that she had to make a living and would pursue other positions. A possible funding source was found through the local county executive. The regional JTPA (Job Training Partnership Act) might be interested in funding it. The woman served as an unpaid consultant in assisting in writing the proposal and then

turned down other employment in order to set the project up to be off and running if it got funded. In November, 1984 it was learned that the project would be funded in January, 1985. In order to do the kind of job necessary, the woman felt strongly that the project had to start in December. Everyone agreed but there was no money to pay her. She decided to work without pay for the month. The success of the project is history now. Approximately 80% of the students for the last three years have become employed or have gone on for further technical training. It is acknowledged as the best program in the region. However, each year, including this year, it encounters major funding difficulties. In July she and the LTVEC director made a last stand appeal for the restoration of cut funds in order to keep the program delivering its high quality services. They were successful, but next year is an unknown.

Highly skilled and competent professionals can be recruited and retained in rural school settings if they are treated and supported appropriately despite unusually difficult circumstances. These programs discussed demonstrate it. These successes are not flukes. LTVEC has been delivering services since 1973. It has been studied by numerous agencies and organizations as a result of its continued success with its programs. The most comprehensive study was conducted by Dr. Robert Stoke and Dr. Clare Brown of the University of Illinois in 1975. They were contracted by the U. S. Office of Environmental Education to study rural organizations operating on a cooperative basis who had grants from that office.

The maintenance of the emotional well being of the professional staff has to be a priority with management. That does not mean that everything must be perfect. It does mean that management constantly demonstrates by its actions that it keeps the priority at the top of its list. Specific techniques for the emotional well being of the staff will vary from situation to situation. Some common assumptions inherent in the overall management are included in the attached handout entitled "Management Objectives of a Human Services Organization in Relationship to Its Employees, Purchasers of Services, and Service Recipients".

LITVEC

Little Tennessee Valley Educational Cooperative

RT. 9, BOX 316
LENOIR CITY, TN 37771

PHONE 986-5632
KNOXVILLE 546-8527

MANAGEMENT OBJECTIVES OF A HUMAN SERVICES ORGANIZATION IN RELATIONSHIP TO ITS EMPLOYEES, PURCHASERS OF SERVICES, AND SERVICE RECIPIENTS

Utilization of resources of organization to remove blocking factors that inhibit the appropriate delivery of services by professionals to the target population.

Assumptions inherent in Management Objective:

1. Good emotional health of the service providers is a key factor in providing appropriate services to the target population with management and staff having equal responsibility in its maintenance.
2. Service providers have primary allegiance to service recipient as opposed to organization delivering service.
3. Organization employs professionally qualified and competent individuals.
4. Professionals inform management of difficulties in delivering services to target population.
5. Management and professionals problem-solve together to find solutions.
6. Management and professionals both acknowledge professionals will develop new skills and interests.
7. Management has an obligation to assist professionals grow and find appropriate outlets for new skills even if it means management actively seeks employment opportunities for professional with another organization.
8. Management and professionals follow the established procedures for decision making and interaction within the system.
9. All individuals maintain their respective code of ethics in regard to providing services.
10. Management has a responsibility to promote professionals' tasks over nonprofessionals' tasks within the working day.

Imogene Land, Associate Professor
Oklahoma State University
311 N. Murray Hall
Stillwater, OK 74078

Proposal Abstract

Mainstreaming of students with a wide degree of handicapping conditions in public schools created a need for training for support personnel (secretaries, custodians, bus drivers and food service personnel). The need existed in the state of Oklahoma for printed material to be used by the different groups and also a series of awareness workshops. The purposes of the workshops were to reduce anxiety in working with the handicapped students, to develop a basic awareness of handicapped conditions, to foster total school commitment to serving the handicapped, to introduce methods of establishing and maintaining a less restricted physical environment, and to provide basic skills for dealing with the handicapped students.

The printed material developed to complete the training program for support personnel for dealing with handicapped students includes a general manual and four specialized modules. The general manual gives an overview of legislation concerning the handicapped. The modules include the following:

CLERICAL MODULE

Sound/Slide presentation (tray of slides, cassette tape and printed script, Secretary's Manual, suggestions for using module

CUSTODIAL MODULE

Sound/Slide presentation (tray of slides, cassette tape and printed script), Custodian (Trainer's Manual), Custodian Manual, suggestions for using module

TRANSPORTATION MODULE

Sound/Slide presentation (tray of slides, cassette tape and printed script), Bus Driver (Trainer's Manual), Bus Driver Manual, suggestions for using module

FOOD SERVICE MODULE

Sound/Slide presentation (tray of slides, cassette tape and printed script),

Food Service Personnel (Trainer's Manual), Food Service Personnel Manual, suggestions for using module

This presentation includes suggestions for planning four-hour awareness workshops for support personnel and the viewing of the modules (Clerical module, Custodial module, Transportation modules and Food Service module). The manuals will be available for those wishing to purchase copies. The slides and tapes can be purchased from the National Clearing House of Rehabilitation Training Materials in Stillwater, Oklahoma.

The presentor is the author of several of the modules and participated in many of the workshops in various locations in the state of Oklahoma. Thus suggestions for implementation and informal evaluation of the effectiveness of the training program for Support Personnel and Handicapped students can be discussed.

Robert Wall, Ph.D
Professor of Education
Hawkins Hall 402D
Towson State University
Towson, Maryland 21204

Linda Copper, M.Ed.
Baltimore County Public Schools
6901 Charles Street
Towson, Maryland 21204

Implementation of P.L. 94-142 Evaluation of Personnel Development Programs: A Legal Requirement for Rural Education

Rationale

P.L. 94-142, the Education for All Handicapped Children Act of 1975, is unique legislation in terms of mandating a comprehensive system of personnel development. Because of the anticipated impact on all levels and aspects of education across the nation, in-service training is required:

> To assist local districts in locating, identifying, and educating handicapped students, the federal government has required that a portion of the funds appropriated to the states as a result of P.L. 94-142 be allocated specifically for in-service training of administrators and teachers in local school districts. (Hasazi, 1979:12)

Training must be provided for general and special education instructional, related services, and support personnel. Consequently, state departments of education, teacher education institutions, and local education agencies have needed to modify personnel development programs in compliance with the principles of the law.

Sections 121.a.380-121.a.387 of the Federal Register cite specific rules and regulations in reference to the requirements of each annual program plan:

A. Description of process used in determining the in-service training needs of personnel engaged in the education of handicapped children.

B. Identification of areas in which training is needed.

C. Specification of groups requiring training.

D. Description of the content and nature of training.

E. Description of how training will be provided in terms of geographic scope and staff training sources.

F. Specification of procedures for effective evaluation of the extent to which program objectives are met. (Federal Register, 1977: 49492-49493) The "Evaluation" section (121.a.386) further states the need to include the procedures for evaluating the overall effectiveness of the comprehensive system of personnel development in meeting the needs for personnel and the procedures for administration of the system. (Federal Register, 1977: 49493) In addition, a description of the monitoring activities which will be undertaken to assure the implementation of pre-service and in-service programs must be included.

The current educational theory and practice of mainstreaming has intensified the focus on the components of P.L. 94-142. Recent teacher surveys (1977-1981) indicate a consistent teacher-felt need for greater knowledge of rules and regulations pertaining to handicapped students. Because these federal mandates affect all levels of administrative, supervisory, and instructional education, effective evaluative measures are needed to assess the qualitative and quantitative aspects of pre-service and in-service programs related to P.L. 94-142.

Focus and Objectives

The development of regulations for implementing the Education for All Handicapped Children Act was seen as an evolutionary process which would continue over a period of years. (Federal Register, 1977: 42475) The "Evaluation" component provides the rationale for identifying areas of revision in each annual program plan. One assessment strategy would be to evaluate individual and group knowledge of P.L. 94-142. To this end, an original instrument was developed using the six major components of the federal law as the theoretical construct for item selection. A pilot study was conducted in June 1984 to evaluate the instrument's ability to assess the degree of teacher knowledge of P.L. 94-142, using students in a graduate education class. Following the pilot study, five university professors with expertise in either mainstreaming, school law, special education, or educational research evaluated the content validity of the instrument. It was also reviewed by an impartial hearing officer. These experts addressed the following factors: (1) type of test, (2) length of test, (3) appropriateness of topics to teacher knowledge, (4) clarity of questions and choice of responses, and (5) accuracy of responses. Modifications were made in accordance with their suggestions. The index of internal consistency, the KR alpha, is .6853. Items were retained on the basis of reliability and validity analyses.

The refined multiple-choice inventory is a versatile instrument which can be utilized at any level in a variety of ways. This test could be one means of assessing the adequacy of teacher pre-service and/or in-service courses. A pre-test and/or post-test of teacher knowledge could

be administered for the purpose of assessing individual and group knowledge of special education rules and regulations. In addition to the distribution of raw scores to determine the overall levels of knowledge, an item analysis may be employed to identify strengths and weaknesses in competency areas. The compilation of this type of information is in compliance with the requirement for "identification of areas in which training is needed." Studies can be extended to include surveys within schools or school districts. The collection of demographic data while administering the instrument would allow the identification of target populations for personnel development and specifying the groups requiring training, as outlined in the Federal Register. Lastly, this tool provides a method by which professionals could check their knowledge of the specifics of the law.

This instrument has been used to assess teacher knowledge of P.L. 94-142 among graduate students at a metropolitan university. A comparative study between elementary, middle, and secondary teachers was made in June and September 1984. The four independent variables included years of experience, grade levels taught, subjects taught, and sources of knowledge on the law. A similar study is planned for early Fall 1986 within the same university, but comparing teacher knowledge of students in special education classes vs. general education classes. Currently, the instrument is being used in a master's level research study of private/parochial teacher knowledge of P.L. 94-142. The practicality and adaptability of this instrument to formal or informal investigations, large district or small group assessments, research designs or individual competency assessment in an effort to fulfill the federal law requirement is most evident.

Implications to Rural Education

Because all children throughout the nation are entitled to develop to their maximum potential, educational systems in widespread, remote and/or less developed areas must recognize equal compliance with the rules and regulations of the special education law along with urban or suburban communities. Each state, and local areas within each state, is challenged to "reach out to the expansive community of agencies involved in preparing personnel to educate the handicapped." (Federal Register, 1977: 42509) In order to fulfill the federal in-service mandate, opportunities for rural educators to gain adequate knowledge concerning P.L. 94-142 must be provided.

Cognizant of the unique characteristics of rural areas, the Federal Register records comments relative to rural communities under the "Personnel Development Plan" section in Appendix A - Analysis of Final Regulations Under Part B of the Education of the Handicapped Act:

> Comment: Several commenters asked for special attention to ... service delivery models which take into account problems of rural families. (Federal Register, 1977: 42510)

Although no change was made, the uniqueness of needs of rural areas was recognized:

> Specialized needs in ... the unique aspects of providing services in rural settings should be addressed as appropriate in the needs assessment plan. (Federal Register, 1977: 42510)

In the 1982 Supplement to the law, rural areas are cited particularly in regard to "Experimental preschool and early education programs for handicapped children." (Supplement 70, 1982: 1423) Each state commissioner is authorized to arrange for the development and implementation of such programs which "shall be distributed to the greatest extent possible throughout the Nation, and shall be carried out both in urban and rural areas." (Supplement 70, 1982: 1423)

The multiple needs of handicapped children often require the collaboration of health/social services professionals with educators. Supplement 45 states:

> The list of related services is not exhaustive and may include other developmental, corrective, or supportive services ... if they are required to assist a handicapped child to benefit from special education.
>
> There are certain kinds of services which might be provided by persons from varying professional backgrounds and with a variety of operational titles, depending upon requirements in individual states. (Supplement 45, 1981: 54,55)
>
> Each related service defined under this part may include appropriate administrative and supervisory activities that are necessary for program planning, management, and evaluation. (Supplement 45, 1981: 102)

Professionals in rural areas would require accurate and adequate understanding of P.L. 94-142 in order to sufficiently and efficiently cooperate and collaborate with other professionals and parents to implement the law.

The widespread, remote, and less densely populated characteristics of rural communities may present a greater need to communicate the requirements of P.L. 94-142 to all levels of educators. It is imperative that rural support people be knowledgeable in the rudiments of P.L. 94-142. The law describes and defines specific handicapping conditions which constitute the need for special education. Professionals in the education and medical fields should be informed in order to identify eligible children as early as possible. Because the title and responsibility of the agency may vary from place to place, knowledge of the proper agency (or persons) responsible for implementation is necessary for expeditious referral. The proper legal process must be followed from the initial recognition of the child's need and referral

throughout the entire process of admission, review, and dismissal from special education services. Adequate knowledge on the part of all personnel involved will allow proper implementation of the due process. The evaluation team members must be thoroughly familiar with the prescribed evaluation procedures; components of assessments, elements of I.E.P., services available, and parent's rights. All levels of administrative, supervisory, and instructional personnel should have the same information and level of knowledge. Uniformity of definitions and basic purposes of the law is essential nationwide due to the mobility of families and professionals alike. Teachers in particular, should be fully aware because of their dealings with parents--identification/referral responsibility, participation in evaluation committees, and implementation of I.E.P. goals and objectives.

Although flexibility is provided for state and local implementation, the basic elements and foundation of P.L. 94-142 must be full understood and adhered to in all school districts, regardless of size and/or proximity of students. As a means of evaluating the comprehensive personnel development program in rural areas, the assessment instrument derived from the essence of the federal law provides a concrete, practical standard by which to measure, evaluate, and modify local pre-service/in-service programs in special education.

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PRESENTOR: Bill Miller
Physical/Occupational Therapy Program Coordinator
Umatilla Education Service District
412 SE Dorion (PO Box 38)
Pendleton, OR 97801
(503) 276-6616

TITLE: Physical/Occupational Therapy Inservice and Support: Brainstorming ways to meet the needs.

ABSTRACT:

At the present time there is a nationwide shortage of physical and occupational therapists. This is especially true of therapists who specialize in pediatrics. This situation makes hiring a pediatric therapist in a rural setting next to impossible. As a result, therapy services in rural districts have often been limited or unavailable.

School administrators have attempted to meet the physical and occupational therapy requirements of PL 94-142 in many ways. They have formed consortia, hired aides and assistants, paid mileage to parents to drive their handicapped children to facilities providing therapy, and contracted for therapy services from local hospitals, private therapists, or Home Health agencies. This wide array of service provision makes the task of the school administrator responsible for supervising school programs a difficult one at best.

In order to attract and retain qualified personnel and provide quality programs in rural settings there needs to be a viable support system for therapists. This should include access to peers and in-depth continuing education. Unfortunately, opportunities in both areas are limited.

This presentation will provide some ways of improving opportunities for peer review and continuing education, and involve participants in collaborative problem solving.

412 S. E. Dorion P. O. Box 38 Pendleton, Oregon 97801 503-276-6616

James Shaeffer
University of Wyoming
PO Box 3106, University Station
Laramie, WY 82071

Teleconferencing: Providing a Network for Isolated Student Teachers in Rural Areas

The Purpose

Research examining the student teaching experience has shown that networking with other student teachers is an important aspect of the pre-service experience. Providing networking is difficult for Universities located in rural areas because student teachers are often placed in isolated situations, i.e., without another student teacher in the building or community and located several miles from their University Faculty Supervisor. The purpose of this proposal is to describe one rural state's solution to enhancing a quality pre-service experience by providing networking among student teachers through audio teleconferencing. We feel the approach discussed here holds potential for becoming an efficient and effective method of enhancing the pre-service experience for student teachers in many rural states.

Rural Focus

Adequately preparing teachers for the classroom is a tremendous task. In that respect, the University of Wyoming faces no more unique a situation than other institutions that strive to insure quality programs. Wyoming is unique, however, in the fact that while it is the ninth largest state in the union with over 90,000 square miles, it also boasts the smallest population with only 450,000 citizens. The state is extremely rural with vast open plains divided by rugged mountain ranges. The geographical and population data indicate the problems faced by the university when placing student teachers. Many student teachers may be the only student placed in a specific school and there may be, at best,

more than one student teacher in the same community.

Objectives

Due to the isolation of many student teachers, the University of Wyoming has been experimenting with the use of audio teleconferencing as one method of providing some networking among student teachers and a continuing link between student teachers and the University. Our presentation will explore: 1) how audio teleconferencing is now being used with student teachers, 2) students' reactions to this method of networking, 3) discussions of proposed programs (e.g., involvement of supervising teachers) using audio teleconferencing, and, 4) a demonstration, if a telephone line is available, of the delivery method.

Implications

The success of this method has far-reaching implications for the University of Wyoming and other teacher education programs in rural states. Most obvious is the financial implication. Through the use of audio teleconferencing rural universities are able to interact with geographically isolated student teachers without the costs of travel, i.e., both financial and time costs. Also, and most importantly, audio teleconferencing provides isolated student teachers the opportunity to network with their peers and provides a continuing link between student teachers and the University.

LA-UR-86-2800

Los Alamos National Laboratory is operated by the University of California for the United States Department of Energy under contract W-7405-ENG-36

TITLE: MOUNTAIN ROADS, LONELY MESAS: A CAREER PROGRAM FOR NORTHERN NEW MEXICO

AUTHOR(S): KATHRYN RINGHAND STRONG

SUBMITTED TO: NATIONAL RURAL AND SMALL SCHOOLS CONSORTIUM
BELLINGHAM, WASHINGTON

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FORM NO 836 R4
ST NO 2629 5/81

MOUNTAIN ROADS, LONELY MESAS:
A CAREER PROGRAM FOR NORTHERN NEW MEXICO

Kathryn Ringhand Strong
Los Alamos National Laboratory

Paper presented at National Rural and
Small Schools Consortium,
Bellingham, Washington, 1986

MOUNTAIN ROADS, LONELY MESAS:
A CAREER PROGRAM FOR NORTHERN NEW MEXICO

Kathryn Ringhand Strong
Los Alamos National Laboratory

INTRODUCTION

For more than a hundred years Hispanics, Native Americans, and Anglo-Americans have lived together in the mountains and the Rio Grande Valley of northern New Mexico. In the midst of this tricultural setting stands Los Alamos National Laboratory, a renowned repository of scientific and technical knowledge.

In the counties surrounding Los Alamos, the unemployment rate is higher than the national average and the economy lacks vigor, but in Los Alamos the situation is quite the reverse. In this unique environment, the Laboratory, in the forefront of scientific research, employs technicians, engineers, and scientists from diverse cultural backgrounds. Since 1981, the Laboratory's Community Relations Office has endeavored to create a good neighbor policy between the Laboratory and the communities and schools in northern New Mexico. Educational Outreach has been initiated to boost the technical competency of students from these rural school districts, not only to fulfill the Laboratory's employment needs, but to help the economy of neighboring communities. These educational programs reflect recommendations suggested by current research on encouraging students to pursue technical careers.

This paper is intended to describe one of the educational outreach programs, Careers in Science, and provides a detailed description of the program design, implementation and evaluation. To provide sufficient background, the paper begins with a description of Los Alamos National

Laboratory and its mission, a discussion of the communities surrounding the Laboratory, and a brief description of the other educational programs.

LOS ALAMOS NATIONAL LABORATORY

Los Alamos is a newcomer to northern New Mexico. Established in 1943, its mission was to design a weapon to bring an end to World War II. The atomic bomb fulfilled this role. With it came a new era.

While some proposed Los Alamos be abandoned at the end of the war, new political developments in the world made it apparent that Los Alamos should become a permanent institution. Nuclear research was continued, but as the years progressed, other technical research was recognized as necessary for our country's defense and economy. The Laboratory diversified and expanded. Today there are 33 technical areas over 43 square miles. Eight thousand employees work in over a thousand buildings doing scientific research in the areas that concern our nation today: defense, energy, health and environment.

The majority of research done at Los Alamos is in physics. Neutral-particle beams and free-electron lasers are being studied for application with the strategic defense initiative. Treaty regulations are monitored through sensing instruments on Vela satellites and underground in order to detect nuclear explosions. New materials are developed that will resist high temperatures in order to prevent missiles from overheating.

While many energy programs no longer stand as a national priority, several projects continue to be supported. In the ancient volcanic beds of the adjacent Jemez Mountains, holes have been drilled 3 miles deep in order to convert the internal energy stored in hot dry rock into electricity. At underground temperatures of over 530^{o}F, this geothermal system will produce 10 megawatts of power, enough to handle the needs of a community of 5,000 or 6,000. Once economically efficient, many rural communities may have a clean local source of power.

The internal workings of the atom are also studied. On one of the narrow mesas extending from the Jemez Mountains stands an accelerator 1/2 mile long. The pure science of mesons has delivered many practical applications including a simple cost-effective cure for cancer-eye in cattle.

Irrigation deposits salt and minerals on fields rendering them useless for many kinds of crops. Biologists are studying ways to induce the properties of salt weed into a variety of other grasses. If wheat, for example, could be made salt-resistant, it could be instantly cloned into millions of plants.

Assisting these and hundreds of other projects is a network of computers including 6 Crays, 4 CDC 7600's and 3 CDC 6000 series machines. With over 3500 users, Los Alamos has one of the most powerful scientific computing facilities in the world.

In order to maintain its reputation as a leader in state-of-the-art research and techniques, the Laboratory needs to employ well-trained and highly competent people. Around 3200 of the 8000 employees are staff members, people who have advanced degrees in science or engineering.

Although New Mexicans are actively recruited for these positions, the majority are filled from other states. The ratio of New Mexicans is higher for the less skilled non-staff positions. These also pay the lowest salaries. Nevertheless even many of these positions are filled from out of state. Although New Mexicans have provided a consistently stable workforce for the Laboratory, many northern New Mexicans lack the prerequisite skills, knowledge and experience necessary even for technician level jobs. Thus hundreds of people in neighboring counties are unemployed or greatly underemployed.

NORTHERN NEW MEXICO

Historically the needs and demands of the culture of northern New Mexico have been in contrast to the needs and demands of Los Alamos National Laboratory. This agrarian society has several components. Nineteen pueblos are scattered along the Rio Grande and its tributaries. In 1598 Onate established the first western Spanish colony 20 miles north of Los Alamos. Small Hispanic farming villages clustered around the parent colony, taking advantage of the run off from the rains and snows which accumulates on the nearby peaks. Over the years the perimeter expanded to a 100 mile radius. Further west the Navaho and Apache were later settled on reservations. To the east ranching communities dotted the plains. Today northern New Mexico still reflects this predominantly rural society, a checkerboard of different cultures.

Most of these communities evolved around a rural farming economy. While this agrarian life style has never provided the luxuries associated with prosperity, the income was adequate and secure. All of man's basic needs were provided for: food, shelter, and clothing. However as the population increased and the economy changed, the land could no longer support everyone. Hispanic family holdings were equally divided among the children. Plots have diminished in size, sometimes becoming so small that a house could not be built, much less support a family. This problem is compounded by the fact that much of the land is controlled by the government. In Rio Arriba, a county adjacent to Los Alamos, only 1651 square miles of 3883 square miles is privately owned. On top of this corporations are constantly buying up acreage for recreational development.

Younger people exposed to the media and other cultures can no longer support their desires with an agrarian life style. Even if they want to farm, land has become too expensive, making it almost impossible to increase the size of their sub-divided holdings. Steady flight from rural areas has caused problems for youth not adequately trained for urban employment. Whereas statewide unemployment figures are high at 9.7%, in the neighboring county of Rio Arriba, with a population of 82.2% Hispanic and 10.9% Indian, the unemployment is as high as 18%. Tourism has created 5000 jobs in the area, most of which are in Santa Fe county, but pay averages $7,700 annually.[1] The highest salaries are those in the technical arena where average salaries are $20,000. Yet there is

persuasive evidence that many students, particularly women and minorities, are not aware of the career opportunities in these areas.

Students in northern New Mexico do not always take the basic courses necessary to enter technical fields. A survey in Albuquerque showed that 95% of all students take biology while only 35% go on to chemistry and less than 7% continue in physics. These figures are even more discouraging in rural schools, especially since many do not even offer a physics class. This is in inverse proportion to the needs of the Laboratory and other technical employers where physics is the base of most of the sciences and technical skills.

New Mexico is not alone with the problem of science and math education. According to a recent report 61% of the American students were enrolled in general science in 1969 in contrast to only 37% in 1981. Algebra I enrollments fell to 64% in 1981 from 76% in 1969. Conversely, student enrollment in driver education sky rocketed to 59% in 1981 from a mere 0.3% in 1969. [2]

Another survey shows that less than 33% of our nation's high schools require more than one year of science and math while 75% require more than one year of English and Social Studies.[3] General science curricula also are weak, especially in elementary and middle schools. Electrical and mechanical functions have minimal mention although they have revolutionized our society and directly affect the lives of all Americans. Instead volcanoes, dinosaurs and leaves dominate the content of middle school science classes.

EDUCATIONAL OUTREACH PROGRAMS

In order to assist educators in strengthening science curricula and to encourage students to take the science, math, and English necessary to keep their career options open, the Laboratory has initated a series of educational outreach programs. Starting in 1981, the program now has six on-going components. Each year these programs reach over 10,000 students in grades 4-12. More than 1,000 Laboratory volunteers help to make this possible.

Science Beginnings:

Created for students in grades 4-6, the program introduces science-related subjects to stimulate a child's imagination. Teachers can select from a menu of topics which are delivered by Community Relations Office staff. This program also includes a series of workshops designed to encourage teachers to utilize more demonstrations and experiments in their classrooms. This year a Starlab, an inflatable dome that can be used as a planetarium, has been incorporated into the program.

To supplement Science Beginnings, each year 10-12 schools are invited to bring their 6th grade students to the Laboratory's Bradbury Science Museum on Monday morning to hear presentations by Laboratory personnel. Topics include nuclear energy, zero gravity, lasers, and cryogenics. The visits are also complemented with a teacher's workshop for the participating school staff.

Careers in Science:

This program is aimed for grades 7-10 and is based on research that suggests students at this age are receptive to role modeling. Laboratory employees from a variety of fields volunteer to talk to students about their jobs and the courses needed in high school by students interested in pursuing similar careers. In-depth information about this program is discussed later on in this paper.

Los Alamos Science Student Program (LASSP):

LASSP offers courses to juniors and seniors from 7 area high schools. This program augments the regular school curriculum by providing knowledge and hands-on experience with state of the art technology that is not available in the local schools. Each semester 50-100 students take classes offered for high school credit twice a week from 4:00 - 6:00 p.m. Course offerings taught by Laboratory volunteers have included microbiology, electronics, Fortran, construction contracting, and technical writing. The schools support this program by providing transportation for the students to and from the Laboratory.

Los Alamos Summer Science Student Program:

This is an intensive six-week summer program in which science and technically-oriented high school seniors individually develop, complete and present a science project with the help of a Laboratory volunteer who

serves as a mentor. The selected 20-25 participants also attend morning sessions that consist of seminars, lectures, and tours of Laboratory sites. The program not only enhances the students' backgrounds, but helps them to be more competitive with students from larger and wealthier schools once they enter a university.

Science Youth Days:

For 28 years, the Los Alamos National Laboratory has participated in the international "Edison Days" program. Six to eight hundred high school seniors with aptitudes for science and mathematics come from Arizona, Colorado, Texas, California and New Mexico for a tour of Laboratory facilities. Students are given ample opportunity to talk with scientists about their careers and research projects.

Los Alamos Summer Science Teachers Institute:

In 1984, this institute was established to help northern New Mexico secondary teachers obtain enrichment for their classes by providing them with state-of-the-art techniques and knowledge. This 4 week graduate course offers lectures and tours from Laboratory volunteers and has approved graduate credit from a local university. Two follow-up workshops are also held to extend and reinforce the learning experience. The content of the Institute changes each year and to date has included chemistry, computer science and physics.

CAREERS IN SCIENCE

While efforts have been made to reverse traditional roles among women and minorities, science and technical occupations are seldom introduced as career options until it is too late. One survey shows that Hispanic 17 year-olds scored significantly lower than their white counterparts on the national mathematics assessment in 1982. The national norm was 60.2%. White students scored 63.17% and Hispanics scored 49.4%. The commission found that when Hispanics are exposed to a good learning environment, these students perform as well as any. Low achievement norms reflect a lack of preparation and early exposure to mathematical and scientific concepts, processes critical to later achievement.[4]

Students who stopped taking science and math beyond 10th grade essentially eliminate themselves from technical occupations. Thus students need to be identified as interested in technical careers at a younger age so that they can be guided into a more rigorous schedule in science, math, and English in high school.

While career interest surveys may help identify these students, they are seldom given in middle schools. They are expensive and time consuming, taking away money and classroom time from science departments. Nor are most tests modified for the limited experiences of the junior high school student. While new tests have been developed,[5] they are not consistently being administered. What other methods can be applied in order to encourage students to take the high school courses that will keep their career options open?

A growing body of research suggests that students at this age are particularly receptive to role models. Thomas (1985) reports on previous research. His findings conclude that interaction with professional role models in the natural and technical sciences are critical for recruiting and retaining students' interest in math and science.[6] Students need to understand that if they wish to pursue science as a career, they must take the correct prerequisites. Interest in math and science in high school is a critical determinant of whether a student will actually pursue and persist in these fields. In order for students to maintain an interest in science they must: perceive math and science as fun; identify with scientists; feel that science is relevant to their culture; and feel self-confident in learning science.[7]

The literature also suggests there are several major barriers to students' decisions to pursue science related careers: lack of knowledge about technical careers, lack of knowledge about high school prerequisites, no understanding about what it is like "on the job", lack of encouragement from family and teachers, lack of role models, and lack of positive attitudes toward science.[8]

Most small rural communities in New Mexico have few if any role models working in technical fields. For students to meet with scientists, engineers, computer programmers and technicians, they must have people come from other communities where technical people are employed. In northern New Mexico, the largest such employer is Los Alamos National

Laboratory. In fact 38% of the jobs in north-central New Mexico are directly or indirectly supported by the Laboratory.[9] Yet nationwide less than one out of 10,000 Hispanics and Indians choose technical careers.[10]

Careers in Science was initiated in February, 1981 to encourage young people in grades 7-10 to consider technical careers. Since then almost 30,000 students have received some technical career guidance. Most of these students are in rural school districts that cover a large territory. The core territory consists of seven counties, an area which equals the combined states of Massachusetts, Connecticut and New Jersey. However, additional programs are given to schools in Zuni and on the Navaho Reservation where distances exceed 250 miles in one direction. The region is remote with gas stations sometimes over 100 miles apart.

The program consists of a panel of 4-5 volunteers, but depending on format and time, the size can vary from three to seven. The program, with support from the Laboratory upper managemement, draws on any of the 8000 Laboratory personnel for its volunteers. Since role modeling is a prime concern, care is taken to include one or two people indigenous to the community visited, or at least people with a similar ethnic background. The male and female panel members also represent jobs which require a variety of educational levels from technician to scientist. Support personnel, such as secretaries, technical writers and photographers, are also included as speakers. The make-up of the panel changes with each school. No volunteer is asked to participate more than once or twice a year. Last year 129 people took part and over the years almost 300

speakers have participated. By now many of the panel members are veterans to the program, but no one is eliminated because of inexperience. If panel volunteers have never spoken to a school group, they are counseled by the moderator and experienced panel members on how to set up an appealing talk and demonstration. Some groups at the Laboratory have made up special kits in order to provide interesting demonstrations for volunteer group members to take to the schools.

Speakers are given 10-15 minutes for their presentation, and focus on one aspect of the overall message. Some, especially those from the community, talk about themselves, "If I can do it, so can you." Others talk about a specific research project they are working on, e.g. how an experiment is designed to go on the space shuttle. Others talk about careers, such as the opportunities and steps necessary to enter these professions. Finally some talk about day-to-day life at the Laboratory, e.g. the typical kinds of problems one solves as an electronic technician assigned to trouble shoot computer systems. All speakers emphasize courses necessary in high school to pursue a similar career. Because a major goal of the program is to motivate an interest in science, panel members are encouraged to include demonstrations. They may be simple--showing how a weather balloon is packaged or radiation detected, or dramatic--showing the difference between an explosion and detonation or the effects of liquid nitrogen on every day objects.

After panel members have completed their presentations, the moderator introduces the hands-on, question and answer session. Depending on the school schedule, the hands-on portion of the program lasts 10-60

minutes. Panel members bring equipment from their jobs such as computers, robots, lasers, thermo couples, vibrating machines, etc. in order to encourage students to participate.

The program is designed for students in 7th to 10th grades but often schools are so small that the entire student body constitutes the program audience. Programs are scheduled on a first-come, first-serve basis with schools from the Laboratory's target seven county area. Exceptions beyond this area are made but must be approved by the Community Relations Officer. If the drive is over 2 hours, 2 or 3 schools are scheduled back-to-back for an overnight trip. Examples of some of the communities visited:

Dulce - The major settlement on the Jicarilla Apache reservation is about 130 miles from Los Alamos. Other than a general store, the closest shopping of consequence is in Farmington, 100 miles from Dulce. Unemployment is very high with agriculture, basically stock, as the main source of employment. There is some tourism, gas field drilling, and roadwork. Last year the tribe funded a new school with two equipped laboratories and three lecture halls. In the past couple of years there has been an increase in science offerings. Chemistry and computer science are now included.

Lybrook- This school is 150 miles northwest of Los Alamos in an isolated location on the Navajo Reservation. Some students travel 2 hours on dirt roads to attend classes which are held in portable trailers. The school terminates at grade 8 and feeds into a high school that is another 80 miles away. The economy is generally depressed because of the decline in the oil industry. Herding and "arts and crafts" are the main occupations.

Ojo Caliente- Approximately 50 miles from Los Alamos, the school consolidates the Hispanic population from several very small subsistance farming communities. There is little other employment although this area is within commuting distance from the Laboratory.

Questa- A basically Hispanic community, Questa is located 70 miles northeast of Los Alamos. Its economy was based on molybdenum until last winter when the mine shut down. The Laboratory has endeavored to set up a special employment initiative to absorb some of the large numbers of people left suddenly unemployed. Until then the school system had been reasonably stable with a gradual increase in science offerings. They are now working on building up their physics curriculum.

A typical day for the Careers in Science program starts around 7:00 a.m. Panel members usually have not met each other before. After introductions the panel sets out for the school. Because cultural backgrounds in the panel are mixed, interesting conversations develop promoting a better understanding of values among Laboratory employees.

Once at the school, the panel gives 2 to 4 presentations, each lasting one or two hours. While schools are asked not to have audiences that exceed 50, extra classes sometimes are squeezed in so that groups exceed 100. In spite of hot crowded conditions where students sometimes must stand for the entire program, discipline has not been a problem. Instead, one of the major problems of the program is getting one group out so the next one can begin. Other problems usually deal with logistics; carrying extra extension cords, A.V. equipment etc., eliminates many of them.

If panel members are nervous before they begin, they are enthusiastic by the end of the day. One problem is scheduling the volunteers so that each one has a turn at a school. There are so many anxious to participate, scheduling is almost on an every other year basis.

Typical comments from panel members include:

> "...It is very wise for the scientific community to give this type of display to high school students...I remember well not having any plans after graduation until a demonstration at school. I owe my decision to go to college to that demonstration."

"I became involved in this program when I discovered some technicians graduating from this area had graduated from high school without taking algebra. I am not from this state and felt young people needed more exposure."

"I got a new respect for teachers. Also a new respect for my job which I love and a better understanding of what kids are going through these days."

"With all of the questions I received from the students, I felt they were encouraged to continue their education."

Faculty response has been very favorable. The program contact varies from school to school, but mostly include counselors, science, math, or English teachers.

Some typical teacher comments are:

"Since the program was started here 3 years ago, I have noticed more people thinking about careers. It motivates not only the fast, but those that may be giving up a little."

"This gets kids more interested in their science classes. They were able to see positive role models. Since both presenters are Native American, it gives the kids a sense of pride."

> "The biggest benefit is the notion that 'you' can accomplish the types of things professionals have but they require work, dedication and perseverance. It was implicitly clear to them that success does not come cheaply. You reinforce the concept 'Stay in school and study hard,' which these kids need to hear over and over. The presentations and 'hands-on' got students more involved than I've seen in some time."

In the spring of 1985 an outside consultant conducted a formal evaluation of the "Careers in Science" program. To enhance the reliability and validity of the data, data collection was triangulated. A questionnaire was mailed to 130 educators, basically principals and staff in the science, math and counseling departments. Twenty-three telephone interviews were conducted with a random sample of Laboratory employees who were recruited as role models. The program was also observed to get a first-hand view of the operation, student reaction and teacher affect.

A summary of the findings from the evaluation demonstrates that the program:

- reaches a broad audience
- provides information about technical career possibilities
- encourages students to maintain an interest in math, science and english
- provides appropriate role models

- o presents career-related demonstrations and opportunities for hands-on experiences
- o discusses what it's like "on-the-job" in a science career
- o attempts to motivate students to prepare for college or vo-tech
- o provides enrichment to classroom instruction
- o provides exposure to state-of-the-art science at Los Alamos National Laboratory
- o provides a positive image of the Laboratory in northern New Mexico by:
  - generating goodwill in the communities
  - "demystifying" Los Alamos
  - encouraging identification with panel members
- o Provides a source of employee pride by giving panel members an opportunity to contribute to shaping students' futures; gives them formal recognition of the importance of their job.

The evaluation also came up with several recommendations to increase the impact of the program. It was suggested that a few schools be selected for a "target" program. Instead of one visit during the school year, a small target group of students would have two or three repeated visits. This would not only increase their spectrum of career information, but would reinforce the goals of the program. It was also suggested that the "target" program enlist more assistance from the

faculty for this reinforcement. Studies show that after parents, teachers have the most influence on a students' career selection.[11]

The recommendations were implemented in the following way. The on-going "Careers in Science" program was to continue at the majority of schools previously serviced. In addition, ten schools were selected for the "target" program. A meeting was arranged with the principal and school contact. If the school expressed interest in the expanded program, and all of them did, they were then requested to set dates for the programs, select a target group of students for the repeated visits, and to arrange a time when a panel could meet with the faculty in order to discuss technical careers.

The first presentation to each "target" school consisted of a career panel. The schools were then given a menu in order to select other programs. For example, some schools wanted extra asisstance on science fair projects for their students. The assistance provided included a science fair judge who discussed how he assessed originality, a technical writer who worked with individual students on their abstracts, and a expert on statistics who helped organize data collection.

Other schools opted for more activities. Several schools arranged for a hike with a geologist and botanist; some wanted topical speakers such as an astronomer to discuss Halley's Coment. At some point during their visit, these volunteers would also discuss their careers with the "target" group of students.

The "target" program is still in its pilot stage but initial feedback has been very positive. Teachers not only liked the reinforcement the "target" program has had with some of their students, but have enjoyed the variety of assistance the program has provided. The workshop with faculty members also allowed for interactions among Laboratory personnel and teachers who are not normally exposed to the program. This extra teacher contact took place the same day as the first program, introducing staff not only to technical careers but to the "target" program.

CONCLUSION

Response to the Laboratory's educational outreach program has been extraordinary. Community media reports and feedback from students, parents, and teachers evidence overwhelming positive support. Formal program evaluations have established that the "Careers in Science" and other outreach programs increase public understanding of current scientific research and the need for a strong science program. Students have been encouraged to consider careers in science and technology. Laboratory volunteers are equally enthusiastic about continuing these programs which enrich the education curriculum in the rural sections of northern New Mexico. In years to come, we also expect the Community Relations educational outreach programs will enable the Laboratory to rely upon northern New Mexico as an ever-growing resource for new scientists, engineers and technicians.

In a continual clarification of Laboratory values, our director Dr. Siegfried Hecker has written, "The Laboratory is the largest employer in northern New Mexico. This carries with it a responsibility to be a good neighbor. A good neighbor who not only offers employment and procurement possibilities, but also one who conducts his business in a safe, secure, and environmentally acceptable manner." The Community Relations Office developed the educational outreach programs in order to meet the challenge of being a good neighbor and to help the educational systems in the small rural communities that surround it.

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Pamela S. Pease
Research Director
and
Patsy J. Tinsley
President and Founder

TI-IN Network, Inc.
100 East Nasa Road 1
Webster, Texas 77598

REACHING RURAL SCHOOLS USING AN INTERACTIVE SATELLITE BASED EDUCATIONAL NETWORK: EVALUATING TI-IN NETWORK'S FIRST YEAR

Abstract

The following paper details the development, implementation and the user research/evaluation of the TI-IN Network, Inc.. The Network, is the first private, interactive satellite based educational system in the country developed for public schools. TI-IN Network offers a total systems approach by providing both the user technology and a wide range of course offerings. An overview of the specific technology employed and the course offerings are detailed. The cooperative partnership between rural public educational institutions and private enterprise is explicated. Research findings based on a year-long evaluation effort by the TI-IN Network focus on variables relative to its use and adoption by students and administrators.

The Rural Context

We are all responsible for perpetuating a generalized myth about rural america. For decades, rural areas of the United States have been perceived, usually by urbanites, as victims of cultural isolation and economic deprivation. Others equate the perceived rural isolation with freedom, from a more complex urban lifestyle.

Life in rural regions is idealized as simple, environmentally pure and conservative. These beliefs are responsible in part for creating an inferior image of educational institutions who happen to be located in rural districts. They are frequently depicted as unsophisticated and slow to change. The reality is, rural schools strive for academic excellence. They are guided by legislative curriculum mandates that require adherence irrespective of size (small/large), geographic location (urban/rural) and regional economic resources.

New technological innovation has been most prevalent in the rural context. However, people continue to believe that rural residents/students are less amenable to change and generally lack the necessary resources for implementing an innovation. These beliefs are not validated by the adoption of TI-IN Network by rural schools.

Rural TI-IN Sites : Adoption Grows

The growth of the TI-IN Network, Inc., an interactive, satellite based educational system, illustrates that school administrators in rural public school districts are the vanguard of its nation-wide adoption. Over half of the 150 receive sites report district sizes by average daily attendance (ADA) to be 1,000 or less. School administrators, who adopt TI-IN, have a high interest in the broad range of course offerings to expand their current curriculum. With the cost of the network being less than hiring one teacher, the service is affordable to even the smallest districts.

The TI-IN Network is a technological alternative to face-to-face classroom instruction. All instruction is live and interactive, using one-way satellite transmitted video with two-way audio talk back. After one year of operation, TI-IN Network is made up of 150 receiving sites (with 175 actual end users/subscribers) across 12 states. Curriculum offerings include, 400 hours of in-service training for teachers/staff, 18 high school academic courses for students, student enrichment programming and tutorials. The courses are broadcast over two-channels, 6 days a week. For rural schools, TI-IN courses offer a creative solution to problems of teacher shortages and new legislative curriculum mandates.

New Technology in the Rural Context

Over the past two decades, rural america has been the testing ground for a wide array of new telecommunications technologies. The government funded research and demonstration projects, that flourished in the early and mid-1970's, used

telecommunications media to expand educational opportunities in geographically remote areas [1].

The change agents who developed the demonstration projects believed that rural residents and institutions, with inherent geographic barriers, needed easier access to information/resources. Elton and Carey (1980) suggest that many assumptions of perceived user needs for technological applications are outweighed by the actual financial costs. For several of the demonstration projects the strong user demand never emerged. Many of the technological choices were too costly after the government funding ended. The high cost of the application was cited as the principal reason for ultimate non-adoption.

While, using video telecommunications media for education in rural areas is not new, the pre-conditions to make it affordable and successful are. Recent state legislative curricula mandates; the decreasing cost of satellite hardware and transmission time; and a cooperative venture between public sector institutions and private enterprise are factors which converge making satellite based education services feasible.

TI-IN Network Responds to Rural Needs

The TI-IN Network was conceived to equalize academic resources available to high school students and teachers. The TI-IN Network's roots are in Texas. At the time of its inception, Texas, not unlike other states, increased the curriculum requirements for high schools through legislative mandates.

A general teacher shortage, especially acute in specific subject areas (ie., foreign languages, computer math), coupled with increased budgetary demands of local districts, made compliance nearly impossible. TI-IN provides a solution to the plight of high schools by offering the mandated courses.

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[1] Examples of the variety of educational applications include: training vocational rehabilitation counselors via audio teleconferencing (Pease, 1983); continuing medical education for health providers via terrestrial based microwave video with audio talk back (Niemiac, 1983); continuing education for extension agents using audio teleconferencing and other narrow band video applications (ie., slow scan, electro writers) for enhancement (Parker, 1979); multiple uses of cable television with a telephone dial-in for student homework tutorials and course offerings (Pease, 1982; Boyle, 1982).

TI-IN evaluated both the user needs and their geographic locations to match their needs with the attributes of the satellite receive technology. Using Ku-Band satellite transmission permits any school located in the continental United States to receive these resources. As a private company, TI-IN is able to engineer, maintain and market the state-of-the art technology. The services are affordable, the initial subscriber cost, including approximately $8,400 in one-time equipment cost, is less than hiring one teacher.

Private Enterprise and Public Education Merge

The successful development of TI-IN stems from the cooperative venture between private enterprise and public education agencies. The partnership began between TI-IN and the Texas Region 20 Educational Service Center located in San Antonio. Region 20 is the critical link for the Network by providing the broadcast (up-link) facility for program origination. The Region 20 staff select the best qualified, certified high school teachers and submit the lesson plans for each course to the state education agency. By approving the lesson plans, state or local education agencies award academic credit for the courses taught via TI-IN.

Table 1. High School Courses 1985-86

Channel A	Channel B
Honors Calculus	U.S. Government
Latin I	Spanish I
Computer Science	Computer Math
Personal Business	French I
Business Law	Trigonometry
Psychology	German I
Sociology	Elem. Analysis
	Pre-Calculus

Region 20 provides the necessary staff to manage the operation of its multiple studio facility. A curriculum expert works with each instructor to maximize their use of the multi-media features available on the TI-IN system. All of the 10 teachers reported a low use of media in their face-to-face classroom instruction. The results of a end of the year survey suggests that TI-IN teachers report their teaching style has changed to incorporate multiple media (ie., slides, videotapes, pictures, graphics). Instructors are taught skills in how to maximize the two-way audio interaction with students.

Serving other time zones and sharing resources. TI-IN continues to cultivate relationships with other public education agencies interested in providing broadcast facilities. For the school year 1987-1986, TI-IN will offer courses originating from a university located on the west coast and one on the east. Each university will act as a TI-IN affiliate. These broadcast sites will add to the present resources available to subscribers.

State education departments across the county are evaluating TI-IN's total educational approach. They are considering its economic advantages for potential national resource sharing.

A "Total Systems" Approach to Implementation

TI-IN differs from other applications of satellite based technology, it brings the entire programming and hardware package to the user. TI-IN leases the satellite transmission time, registers students, coordinates and contracts with nationally know inservice trainers and works alongside Region 20 on program development. Dissemination of information about the TI-IN Network to potential subscribers is an on-going activity.

The user equipment is engineered by TI-IN specifically for the primary user population (students). They install, maintain and monitor the nationwide operation of the Network. Technological obsolescence of equipment is prevented by system-wide modification and replacement of component parts.

Characteristics of the receive equipment. A TI-IN site is equipped with a receive-only satellite antenna and the TI-IN audio-video (AV) cart. The AV cart is a self contained unit on wheels, making it transportable for easy installation in any room. Each cart has a television monitor for video reception of the instructor, a videocassette recorder for storing missed class lessons, four cordless telephone handsets with automatic dial to facilitate student and teacher interaction, a satellite receiver, and the signal descrambling device.

For security reasons a dot matrix printer is kept in a locked compartment in the bottom of the AV cart. Tests and other written information are sent from the broadcast facilities via the satellite to each receive site, this information is printed out on the dot matrix printer. The talkback and copy distribution capabilities of TI-IN are made possible by use of a proprietary Multi Function Interface Unit (MFIU). The MFIU is stored in the AV cart.

The installation of the TI-IN hardware enables each site to receive two video channels with a total of over 20 hours of programming to select from. All interaction is live and made possible through toll-free telephone WATS lines. For user convenience, the toll-free WATS number is transmitted within the

satellite signal and processed by the MFIU so that, with a flick of the button, located on the handset, the number to an instructional studio is automatically dialed.

Using the technology as a communications network. As the subscriber base increases and the programming resources grow, the TI-IN Network plans to expand to eight channels. Use of the Network for statewide or national meetings is expected to grow as adoption becomes widespread. Education administrators view the Network as a communications tool as well as an instructional medium. Currently, the Texas State Education Agency administrators hold regular weekly meetings over the Network.

User Evaluation of TI-IN

From its inception, the TI-IN Network, Inc., has been committed to the development of a long-term research plan. The application of this innovation within the context of public high schools is new. A comprehensive research and evaluation of the effectiveness of the media, course satisfaction by the users and the perceived ease-of-use of the hardware are critical to understanding the factors which contribute to a successful/unsuccessful adoption.

Research Overview

The TI-IN staff worked in conjunction with the Texas Education Agency (TEA) and the Region 20 Educational Center to evaluate the first year of operation. The TEA decided to collect data at the mid-year point, only. Comparisons in their study are drawn between the completion of a mid-term final by TI-IN students and students instructed in the same subject but in a face-to-face classroom. TEA's results are expected to be released in September, 1986.

TI-IN's approach was to collect a baseline of all the research populations. The baseline serves as a measuring stick whereby long term growth and development may be assessed. Too often this step in data collection is lost when a new technology is being implemented (Carey and Moss, 1985). The actual baseline was collected prior to system-wide use in September, 1985. Subsequent data collection points include, mid-semester course evaluations, a mid-year (end of first semester) and year-end evaluation.

Self-administered survey instruments were developed and administered to five research populations: TI-IN teachers, public high school administrators (the decision makers), TI-IN's classroom facilitators (monitors), TI-IN students (users) and their parents. The results of the administrator (decision maker) and student (user) data collection are the focus of the following discussion.

Rationale

The theoretical underpinnings of this evaluation are built on Rogers (1982) diffusion of innovation theory. In his landmark book, Rogers suggests that the rate of diffusion of an innovation is a process influenced by four interrelated constructs: (1) the relevant social system, (2) the timing of the adoption, (3) the communication channels and information used to learn of the innovation and (4) the attributes of the innovation. Rogers defines an innovation as, "an idea, practice, or object perceived as new by an individual or unit of adoption."

TI-IN offers a new technological innovation which is being melded into a traditional educational context, where face-to-face instruction is the long standing model. Public secondary educational institutions are the relevant social system for its adoption. High school teachers, students, administrators and support staff compose the adoption unit.

The criteria of "time and rate of adoption" are used to classify the degree of innovativeness of public school administrators. The five categories include: innovators, early adopters, early majority, late majority and laggard. Those administrators who implemented TI-IN during the school year 1985-86 would be classified as "innovators." Most of the "innovators" are administrators in rural school districts. They took the greatest risk by first adopting an enterprise, then unproven. [2]

Purpose of the study. The purpose of this study is to understand the reasons for use and the trends of adoption. The research examines the motivations that underlie student use and administrator adoption. Expectations regarding the benefits and the utility of using the technology are examined through general attitudes, beliefs and specific attitudes toward change and innovation. Students evaluate the content of each course for overall course satisfaction. Demographic characteristics (ie., sex, age, media experience) of the users and decision makers are examined.

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[2] For more information regarding the employment of the diffusion theory in the research design, refer to the article written by Pease and Tinsley, "TI-IN Network: evaluating the diffusion and adoption of an interactive-instructional satellite system." In, Lorne Parker and Chris Olgren Teleconferencing and Electronic Communication V. University of Wisconsin Extension, Madison, Wisconsin, 1986.

Research Questions

Four questions are framed around insights from Rogers diffusion of innovation theory. Questions include: How do new users and decision makers learn of TI-IN? What are the factors that motivate users and administrators to adopt TI-IN? Are initial user expectations, attitudes and beliefs about using TI-IN sustained over the period of actual use? Are factors such as, the degree of perceived teacher/student interaction and an instructors teaching style, correlated to ratings of course satisfaction?

Methods

Research populations. The user population is composed of all high school students (N=330) who enrolled in TI-IN academic courses over the 1985-86, school year. The student population, last fall, consisted of 220 students across 55 Texas sites; by January, the population grew to 330 students across 70 sites in Texas and nationwide.

The other population is school administrators (N=65), ie., principals, superintendents. They represent the population who made a decision to adopt TI-IN.

Data collection instruments. No single method of gathering data are adequate for evaluating the complex interaction of variables related to users/decision makers and the technological innovation. Three methods of qualitative and quantitative data collection were employed in this study. The multiple data sources include: self-administered survey instruments, interviewing and unobtrusive classroom observation.

Quantitative methods. Self-administered survey questionnaires are used to establish a baseline (N=220) of all users and administrators. Each questionnaire includes questions regarding general attitudes about TI-IN; feelings about change; motivating factors for use; previous media use and experience; and sources of information used to learn of TI-IN. The questionnaire items were measured by open-ended responses, multiple choices or semantic differential and Likert (7-point) scales.

A majority of the baseline items on the student (user) questionnaire were replicated. These questionnaires were administered at mid-year (at the end of the first semester) and the end of the year (N=330). In addition, students completed a single-page course evaluation questionnaire at the mid-semester point (each semester). The self-administered questionnaire includes 9 course satisfaction items. Each item is measured using a 7-point scale.

Data gathered from the administrators baseline questionnaire were used to develop the end of the year survey. Items on the end of the year questionnaire measure the overall evaluation and satisfaction with the TI-IN programs and hardware. Open-ended responses to questionnaire items are required by respondents. Four items on the questionnaire ask for responses based on a 7-point Likert scale.

Qualitative methods. On-site interviews were conducted at a small sample of the receive sites. Students, administrators and classroom monitors were interviewed at each site. The TI-IN staff observed the student participation in TI-IN programming and their use of the equipment. All sites interviews were completed in schools remotely located in Texas.

Data analyses. Methods of data analysis for all the research variables range from simple descriptive statistics to multivariate analysis. The statistics employed for the discussion below are simple descriptive statistics. The multivariate analysis is available in the evaluation report for TI-IN's first year.

Discussion of the Results

Administrators: The Decision Makers

The diffusion and implementation of the TI-IN Network has been the result of the direct support of school administrators. Results from the baseline survey completed in August, 1985, by subscribing districts, indicate that superintendents are responsible TI-IN advocacy in 75 % of the districts. Demographic characteristics of the district administrators suggest that as a group, they are on the average 44 years old, have job tenure of 7 years and have completed more master's degrees than doctoral degrees.

Ways of learning about TI-IN. Formal channels of communication are how these administrators learned of TI-IN. The primary sources include, direct mailings received from TI-IN or from a conference demonstration and presentation. Administrators report that the average length of time is six months from first learning of the innovation to the time of actual implementation.

Factors motivating the decision to adopt. The baseline survey identifies three primary reasons (see Table 2.) for adoption.

Table 2. Primary Reasons for Adoption by School Administrators (N=35)	
53 %	NEW ALTERNATIVE AND COST-EFFECTIVE WAY TO INCREASE CURRICULA
30 %	INCREASE TEACHER INSERVICE TRAINING
10 %	TO COMPLY WITH LEGISLATIVE MANDATE

Once TI-IN implementation was certain, each school established a policy for selecting students. Three criteria are identified by administrators, these include: 1) a student must be a junior or senior, 2) with a better than average grade point average and 3) must meet the approval of a principal or guidance counselor.

Did TI-IN meet expectations. Responses on the end of the year questionnaire suggest that overall, administrators are pleased with their decision to adopt TI-IN. Table 3. illustrates their evaluation of TI-IN by meeting their initial expectations.

Table 3. Rating Initial Expectations of TI-IN by Administrators (N=50)	
60 %	"EXACTLY WHAT I EXPECTED"
30 %	"EVEN BETTER THAN I EXPECTED"
10 %	"LESS THAN I EXPECTED"

Of the administrators, 90 percent report that TI-IN met or exceed their expectations. Ten percent report that TI-IN fell below their expectations. As TI-IN was not operational when the administrators decided to adopt, it is possible that some

administrators had unrealistic expectations. They may have subsequently been disappointed when their preconceived image of the technology was not confirmed. Nevertheless, 49 of the 50 administrators report plans to re-subscribe to TI-IN.

Overall ratings of the experience. Fifty-five percent of the administrators describe TI-IN as "cost effective." They explain that "it is less expensive than hiring a teacher and offers program variety at a reasonable cost." Some describe TI-IN as, "saving money." A smaller group report that "cost is not as important, this is the only way we could have met legislative mandates and expand our curriculum."

Table 4. below details the four items that administrators describe as liking most about the Network.

Table 4. What Administrators Liked Most	
80 %	"THE PROFESSIONALISM OF TI-IN AND REGION 20 STAFF"
46 %	"HIGH QUALITY OF INSTRUCTION"
29 %	"EXPANDED CURRICULA/INSERVICE"
26 %	"THE INTERACTIVITY"

Their likes about the Network are similar to the reasons for adoption reported in the baseline. On the baseline survey, administrators identified two concerns -- the quality of instruction using this medium (whether students can learn) and the ability for students/teachers to interact. Table 4. suggests that by the end of the year, the initial concerns had been eliminated.

The overall appraisal of the TI-IN experience is detailed below.

Table 5. Overall Rating of the TI-IN Experience by Administrator (N=45)

	GOOD	NEUTRAL	POOR
THE OVERALL MAINTENANCE AND REPAIR OF HARDWARE*	26	13	2
ACADEMIC ACHIEVEMENT BY STUDENT**	28	5	-
	EASY	NEUTRAL	DIFFICULT
THE WORKING RELATIONSHIP WITH REGION 20	35	7	3

*missing = 4
**missing = 12

Adoption patterns of urban vs. rural. Each district administrator proposes TI-IN adoption to the local school board. Qualitative observation of the length of time a district takes in making a decision to adopt TI-IN suggests that both the size of the district and the perceived degree of need for the service are important factors in adoption. Small districts, usually in rural settings, who have a strong need for the TI-IN offerings adopt more quickly than larger districts with slightly less need.

A district's size appears to influence the length of the decision making process. The administrative organizational structure of larger districts requires processing information through more formal channels. Routing information through these channels often involve more people and more processing time. In addition, large districts, usually urban ones with in-house studio facilities, evaluate whether or not they would be able to provide the same service (using technology) as TI-IN. Always the evaluation effort indicates that a district or region could not afford to produce an in-house service comparable to TI-IN. But the evaluation increases the time of the decision making process.

The length of time it took to adopt TI-IN by the first subscribers was about 6 months. The length of time between learning about TI-IN and adopting it has decreased over the last year. It must be remembered that the first subscribers adopted a

system sight unseen; they were the risk takers and "innovators." Today, a decision to adopt may be based on a concrete service that is operational. The decision makers may observe a live demonstration of the hardware and programming prior to adoption.

Students: The TI-IN Network Users

Over 300 high school students have had an opportunity to participate in TI-IN courses. Motivation for enrolling in the courses are for extrinsic reasons such as, needing the course to "gain acceptance into college" or "to graduate from high school." Intrinsic reasons for enrolling include, "interested in taking a course via television" or "it will a new experience that will help in the future."

Characteristics of users. Overall, the students represent the upper division classes within the high schools. The majority are female (N=190) and 10 per cent take two or more TI-IN classes. Those students enrolled in more than one class are primarily from rural schools with small ADA, where curriculum offerings are reportedly limited. The table below provides basic user characteristics.

Table 5. Characteristics of Users [3]

	% of Respondents
HIGH SCHOOL STUDENTS	330
SEX: FEMALE	190
MALE	140
GRADE IN SCHOOL:	
JUNIORS/SENIORS	270
SOPHOMORES	60

Differences between female and male users. The major difference between male and female students are their course selections. One-half of the female students, in contrast to 10 percent of the males, select foreign language courses. Males choose math related topics proportionately more often. Another sex related difference is personal media habits. Seventy percent

[3] The basic demographic data that is reported are preliminary. The distribution of age and sex may change slightly as additional questionnaires are merged and analyzed.

of the females report reading a book or writing letters, only 44 % of the males report engaging in these activities. Males are 60 % more likely to watch television or listen to a record.

Ways students learned of TI-IN. A majority, 200 students out of the 220 who completed the baseline, report learning about TI-IN through interpersonal communication channels. These channels include contact with a curriculum advisor/counselor, the school principal, a teacher, a parent or friend.

Overall evaluation of TI-IN. Sixty percent of the students report that their final class grade is the same or better than a grade they would expect in a face-to-face classroom. A survey of mid-year grades suggest that students earn a "B" or better across most classes.

There are three aspects of TI-IN that students like. See Table 6. for a listing of what students like by the end of the year.

Table 6. What Students Like About TI-IN

LIKE OPPORTUNITY FOR A NEW EXPERIENCE
LIKE TEACHERS
LIKE COURSES NOT OTHERWISE AVAILABLE

Seventy-five percent of the students indicate that they would enjoy taking another class from the TI-IN teacher. What they like best about the teacher is indicated in Table 7..

Table 7. What Students Like Best About TI-IN Teachers

SHE/HE IS NICE AND PATIENT.
SHE/HE WAS THOROUGH, SMART AND UNDERSTANDING. -EXPLAINED THE COURSE MATERIAL WELL
SHE/HE HAD AN ENTHUSIASTIC STYLE THAT KEPT THE CLASS ALIVE (INTERESTING) AND HUMANIZED IT BY HAVING A SENSE OF HUMOR.

TI-IN users report that they would recommend a TI-IN course to a friend. However, users did suggest that TI-IN classes are more demanding than other face-to-face classes. They report that they were required to work independently more often, to be more self-motivated and more attentive during class time.

Users also report that 57 % of their parents are interested in their TI-IN progress. Forty percent indicated that their parents like TI-IN as an instructional medium. Another forty percent report that they "do not know" how their parents feel about TI-IN.

Overall satisfaction with courses. The mid-semester evaluation of the user satisfaction with the TI-IN teachers, the course, the technology and the degree of interactivity reveal a correlation with overall student satisfaction and the degree of interactivity. Where students rated a class as overall "very good," they were more likely to rate the teacher's style as "very clear" and the level of interactivity as "a great deal." The course content for highly rated classes was more often rated "interesting." Teachers were perceived more "easily" assessable for after class help.

Users who rate a course "average or below" are more likely to identify the interactivity as "a little" and the course content "sometimes interesting/sometimes boring." The perceived ability to talk with the teacher outside the classroom as "sometimes easy."

No specific topic type seems to be rated more positively than another. Rather, it appears that other variables including, the style of the teacher or the general difficulty (and popularity) of a particular subject contribute to the overall ratings. For example, psychology is better liked than calculus or latin. The latter to courses are rated more often as "difficult" or "sometimes boring."

Both the baseline and the end of the year surveys suggest that users and administrators general attitudes about TI-IN are positive. TI-IN is perceived to be "useful," "convenient," "effective" and "good."

Conclusions

Today, high school students located in rural districts such as, Dime Box, Texas, are successfully participating in credit bearing courses not before available. These students have classmates who are located in rural sites throughout Texas, California, Arkansas, Nebraska, Nevada, Oklahoma, Kansas, Iowa, South Dakota, Minnesota and Michigan. For these districts, TI-IN offers an alternative for overcoming geographic and curriculum limitations.

By offering a "total systems approach," TI-IN is able to meet the conditions for success. First, TI-IN offers a service that is important to school districts. The overall evaluation of administrators (innovators) indicate that TI-IN met their curriculum and budgetary requirements.

Second, TI-IN makes the technology and the programming compatible with user skills and norms. The technology is simple to operate. Installation requires no room modification for subscribers. The instructional techniques TI-IN teachers use are analogous to a face-to-face class, this minimizes the users time needed for making an adjustment. All instruction is live and interactive, students are expected to be attentive, participate and complete their homework.

Third, the cost of TI-IN subscription is competitive with the traditional face-to-face classroom. Administrators, who were subscribers last year, evaluated this system as overall "cost effective and less expensive than hiring a teacher."

The factors of compatibility, ease of use and cost effectiveness may explain why more administrators across the nation are adopting TI-IN. In September, 1986, the student population tripled to over 1000 registrants.

Future research. Having established a baseline, the research effort for the second will enable us to draw comparisons based on similar students in similar courses. The evaluation effort for 1986-87, includes a greater concentration on understanding the degree to which classroom interaction plays in actual course performance. On-going evaluation allows both the user and TI-IN staff to monitor the quality of its programming and hardware offerings.

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Nahid T. Hooshyar, Ph. D.
University of Texas at Dallas
School of Human Development
Box 688 - MS GR 4.1
Richardson, TX 75080

Alicia Cain, M.S.
University of Texas at Dallas
School of Human Development
Box 688 - MS GR 4.1
Richardson, TX 75080

Parent Perceptions of the Support System in the Rural Area

Abstract

The delivery of support services; i.e., screening, assessment, counseling and special education services, to the parents of handicapped children in rural areas is the focus of this research. Factors hindering and helping the parents of handicapped children in rural areas will be presented. It is proposed that the rural family has unique characteristics that the professional working with these families should be apprised of in order to best serve this population. This study utilized nine categories identified as descriptors of support services available to families with handicapped child. (Hooshyar, 1986 (A); Hooshyar, 1986 (B)). A questionnaire was sent to 75 families living in rural areas in northeast Texas. The responses returned were compared with those from families in a suburban area in the Dallas/Ft. Worth metroplex. The questionnaire elicited responses from parents about the coping strategies they use as well as the support they feel they have had access to. This is a comparison study of the parent's perception of support services available to them in rural areas versus those in a suburban area. It is proposed that the problems characteristic of the rural area, i.e. isolation, distance between sparsely populated communities, etc., affect the rural family's ability to cope with their child's handicap. This is a pilot study to determine the need for future research pertaining to the match between a family's need for support and the provision of services to them. The results of this study will be presented.

The term "rural" lacks a common definition among federal agencies. Often "rural" is defined by not being "urban" where urban is defined as "an area having an incorporated city with at least 2,500 inhabitants or a city within a Standard Metropolitan Statistical Area" (National Center for Education Statistics, 1972).

The U.S. Census Bureau uses a non-rural vs rural classification system. Most often population density and occupation of residents, that is farm or non-farm, formulate guidelines. A resident of a community of less than 2,500 people is considered rural. Further, a resident is considered in the farm category if the individual lives on 10 acres or more and produces for market. All other residents of a community of 2,500 people or less are considered non-farm. The Census Bureau definition does not distinguish those residents of communities within commuting distance of metropolitan areas who leave their rural community to work and have easy access to services in the city.

Inconsistencies in definitions between the rural and nonrural population have prompted some researchers to use a metropolitan vs. nonmetropolitan approach to compare social dynamics. The nonmetropolitan definition incorporates proximity to a city of 50,000 or more residents. A Standard Metropolitan Statistical Area (SMSA) is the county in which a city of at least 50,000 residents is located. Residents outside that county are considered nonmetropolitan (Hassinger, 1978).

A reasonably accurate definition of rural, therefore, would include population density, occupation and employment status and proximity to a SMSA. For the purpose of this research, a rural resident is defined as one living and/or working in communities of smaller than 5,000 people located at least 20 miles from a metropolitan area. A nonrural resident is defined as one living and/or working within an urban or suburban portion of an area whose population is over 50,000. In support of this definition the National Rural Research Project has utilized the following definition for research purposes:

> "A (school) district is considered rural when the number of inhabitants is fewer than 150 per square mile or when located in counties with 60% or more of the population living in communities no larger than 5,000 inhabitants. Districts with more than 10,000 students and those within a Standard Metropolitan Statistical Area (SMSA), as determined by the U. S. Census Bureau, are not considered rural." (Helge, 1983, p. 8)]

The structure of the rural society includes a large dependent population. In 1970 the average age of the rural population was 28.3. However, 89.5% of this same population were persons under the age of 18 and over 65 (Hassinger, 1978). The

high incidence of dependent, and presumably nonworking persons could indicate a smaller earning population. The average family income in nonmetropolitan areas is far below that of metropolitan families (Sher, 1978). Of the 2,000 school districts where median family income is less than $7,000 annually, 75% are rural (National Center for Educational Statistics, 1972).

Ironically, the poverty level of the rural area is usually not offset by federal support: "HEW testimony before Congress has revealed that only 5% of research dollars, 11% of library and materials funds, 13% of basic vocational aid, 13% of dropout prevention funds, and disproportionately low levels of most other federal education funds go to nonmetropolitan areas" (U.S. Congress Committee, 1975).

"Support" in a community has been defined in two categories: formal support and informal support. Formal support includes federal, state and local agencies such as counseling services, clergy, medical and other health professionals, legal advisors, parent organizations. Informal support includes the nuclear and extended family, friends, neighbors and cliques (Hassinger, 1978; Webster, 1984).

With so little federal support, the bulk of economic and social support falls to the community. However, the rural society's support is usually determined by cultural and socioeconomic factors. In the rural community the informal group; i.e. family, cliques and neighbors, forms the predominant bond for support. The informal group determines the social standards of behavior, the family's social standing and acceptance or rejection for individuals within the rural community. Personal privacy is seldom available in the small community. Yet, this same tightly knit structure provides a strong source of support in time of crisis. In addition, the rural family usually goes beyond its nucleus. Extended family members lend another area of support. Again, at the price of limited privacy (Hassinger, 1978; Sundet and Mermelstein, 1984; Webster, 1984).

The family with a handicapped child lives within this framemark as any other family in the community. They have access to the same level of support as well as scrutiny. Their attitudes about having a handicapped child are bound to the community's attitudes. The overwhelming incidence of poverty shown in rural areas can be linked with the amount of support a family is willing to give to services for their handicapped child. With respect to educational services, it is difficult to determine cause and effect between years of schooling, educational achievement and income because numerous other factors are present. However, it is likely that education has different meanings to the poor and nonpoor: "To the middle class it stands for the road to better things for one's children and one's self. To the poor it is an obstacle course to be surmounted until the children can go to work" (National Advisory Committee, 1967, as cited by Marion, 1979, p. 10).

Attitudes of citizens of rural communities and of parents of students in special education programs have been directly related to services provided within a rural community. Research has shown that attitudes such as suspicion of external (federal and state) interference, pride in self sufficiency, and resentment toward federal bureaucracy are predominant and are major inhibitors to the implementation of PL 94-142 in rural areas (NARC, 1980; Helge, 1981). The National Association for Retarded Citizens (1980) reported that "rural school districts are frequently characterized as resistant to change and suspicious of outside interference. They are proud of their traditions and sometimes perceive mandated changes, such as Public Law 94-142, as threats to their ability to control their own destiny. Some local school districts do not favor expenditures for handicapped students, feeling that these individuals will not become productive members of society" (p.6). If a community's attitude toward handicapped individuals is not accepting, there may be a negative effect on programs designed for them (Tunick, et al., 1980).

A negative attitude toward education in rural areas is also reflected in the 1969 figure of 11.2 for median years of school completed over all nonmetropolitan areas (Hassinger, 1978). Thus, repeating the cycle of limited education, poverty and resistance to change.

Cultural impact on the rural family is as diverse as the idea of culture in our society. The predominance of American Indian culture in the southwestern, and northwestern United States, including Alaska, and Chicanos and rural Blacks, including migrant workers and their families typify the rural cultural climate. Extended family ties are still strong in rural communities. These ties can form a strong support group for the parent of a handicapped child. Conversely, broken ties can be the most devastating form of isolation, when the parent is shunned from the family because of cultural superstitions and beliefs (HEW, 1977).

Of course, urban areas have culturally diverse populations as well. The difference in rural areas has been reported as rural families are more likely than their urban fellows to follow cultural traditions and, referring back to socioeconomic factors, poverty and unemployment make clinging to the support of ones culture more attractive (NARC, 1980). The special education teacher or counselor wishing to be effective in working with handicapped children and their families must be very familiar with the "cultural code" of the community. Inability to communicate with a non-english speaking parent, or disregard for family traditions and beliefs would only serve to widen the gap between parent and support services.

Confounding the issue of a community's attitude and subsequent support to the family is the availability of formal support services and adequate personnel. The same problems that

plague special education in rural areas affect the availability of outside support. Castellani, et all, (1986) reported that support was positively affected by population density and economic level or "wealth" of a community. Therefore, rural areas of high poverty levels received the least amount of support from state, county or local services. Also, within a service delivery model for rural areas, scattered population is a major topic for concern: "Vast land areas, scattered populations, and lack of services for low incidence handicapping conditions are obstacles to the development of programs requiring highly trained personnel and specialized facilities and equipment" (Helge, 1981, p.514).

It has been reported that most rural areas do not have local chapters of parent organizations for handicapped children. Regarding school support, officials have reported limited participation of parents in individualized education planning (IEP) meetings (Helge, 1981). While PL 94-142 specifically requires parent participation, expecting conference notification letters to reach home with a student through a long busride over bumpy country roads to a parent, who in turn must make the long trip over the same roads to the school is a big request. In areas with temperate climate close to metropolitan areas, distance may not be an obstacle (Marion, 1979). However, in some areas in the northern United States scattered population is very pronounced. For example, in Alaska many school districts require a resource teacher to have a pilot license in order for him/her to adequately serve that district (Bischoff, et al, 1980).

Clearly, such tremendous obstacles would have an impact on the availability of and communication between families and other support services. While one of the hallmarks of rural society is a predisposition to self-sufficiency and deference to the informal group, it appears that the informal group for good or not is the acccepted mode of support with little alternative.

The objective of this research is three fold: a) do rural parents perceive a need for a formal support system, b) are formal support systems available for rural parents of handicapped children, and c) what are rural parents' perception of the quality of support systems available to them through the community and the schools at present?

Method

Subjects

Two groups of subjects participated in this study. The first consisted of 50 mothers of handicapped (Downs syndrome and language-impaired) children residing in a metropolitan area. These families were recruited through several school districts in the Dallas/Fort Worth Metroplex, the Down Syndrome Guild, the Callier Center for Communication Disorders of The University of Texas at Dallas.

The second group of participants consisted of 30 mothers of handicapped (Down syndrome and language-impaired) children residing in a rural area. The families were recruited through the Collin County Special Education Cooperative, The Denton County Child Development Center, and Region VIII Educational Service Center who serve early childhood units within the rural areas of northeastern Texas. Subjects were recruited using the criteria set by the metropolitan subjects in order to provide a match for an accurate comparison of data.

The mean age for the mothers of both groups was 36.0 years (SD = 6.0; Range = 20 to 45 years for mothers of Down syndrome children and SD = 4.8; Range = 26 to 45 years for mothers of language-impaired children). The educational level of the groups ranged from a minimum of high school graduate to a maximum of B.A. or B.S. degree. The mean family socioeconomic level was 51.0 (middle-class) on the Hollingshead Index of Social Status (1975).

The mean age of Down syndrome children was 61.8 months (SD = 23.6; Range = 38 to 107 months. According to Karyotype, 14 Down syndrome children were diagnosed as Trisomy 21 and one as Translocation. The mean age of language-impaired children was 45.2 months (SD = 10.0; Range 32 to 69 months). The language-impairment of subjects was attributed primarily to middle-ear infections, cleft palate (surgically corrected), and nonspecified causes.

Instruments

Two questionnaires were utilized to assess: a) family background and demographic characteristics and b) mother's perception of the availability and quality of support systems in their community and school system.

For the purpose of this study, a detailed demographic background inventory was developed. The inventory consisted of items grouped into three categories: child, parents, and physical environment. Questions included areas such as age and handicapping condition of the child, educational attainment and employment and marital status of the parents, and family size. Inventories sent to rural parents asked the approximate distance of their community from a major city.

To assess parents' perception of support systems a detailed questionnaire consisting of 45 items was developed. Questions included areas such as the support system most often used by the parents and the availability and quality of support systems (in general) in their communities.

The questionnaires included questions requiring three types of responses from participants: 1) the number of people available to them in the medical and educational fields, when they had a problem with their child, when they were angry, upset

or happy; 2) a 1 - 5 rank (1 = dissatisfied, 5 = satisfied) addressing their satisfaction with this support, their parenting skills, family and social life; and 3) a 1 - 3 rank of the quality of informal support and their community involvement (3 = yes, 2 = somewhat, 1 = no/none).

The questionnaire was designed to place the responses in nine categories: 1) the number of people usually contacted for medical and educational (professional) support; 2) the quality of professional support, a 1 to 3 rating; 3) satisfaction with professional support, a 1 to 5 rating, 4) the number of people available for informal support, such as family and friends, 5) the quality of informal support, 6) satisfaction with informal support, 7) parenting and lifestyle satisfaction, a 1 to 5 rating of childcare and household chores, personal and social time; 8) community, parent group and church involvement, a 1 to 3 rating; and 9) satisfaction with community involvement.

Procedure

Parent's names, addresses and telephone numbers were obtained through the different agencies. The parents were contacted by telephone by the researchers to solicit their participation in the research. The questionnaires, with a, self-addressed, postage-paid envelope were mailed to participants. Assurance of confidentiality was given both verbally and on the cover letter for the questionnaires. Follow-up by telephone was made to confirm receipt of the data.

Results

Means were calculated for all of the responses to the 56 items on the questionnaire, rural and metropolitan responses were separated for this calculation. The 112 separate means were then grouped, rural paired with metropolitan, into nine categories.

Table 1 illustrates category means and standard deviations for the rural and metropolitan responses. A one-way analysis of variance was performed to compare the rural with metropolitan means for each category. Rural respondents reported a significantly higher degree of satisfaction with the quality of medical support ($F\ 1,14 = 11.17$, $p < .01$).

To accommodate the small sample size a Student T-test was also utilized to compare the means of each category. This analysis yielded a significant difference in the means of quality of medical support category ($T = 4.93, df=7$, $p < .01$). In addition, the rural respondents rated lifestyle and parenting significantly higher than their metropolitan fellows ($T=2.68, df=6$, $p < .01$).

Table 1

Category	Rural		Metropolitan	
	Mean	SD	Mean	SD
Amount of Professional Support	4.5	1.2	5.0	.5
Quality of Medical Support	1.79	.19	1.51	.20
Satisfaction with Professional Support	3.95	.33	3.27	.21
Number of Informal Support	3.0	1.0	3.0	1.0
Quality of Informal Support	1.87	.14	1.88	.10
Satisfaction with Informal Support	3.99	.44	3.80	.42
Lifestyle/Parenting Satisfaction	3.25	.54	2.98	.47
Community Involvement	1.85	.05	1.92	.09
Community Satisfaction	3.27	.16	3.33	.15

Discussion

The study examined the amount of support and satisfaction with support available to rural and metropolitan parents of handicapped pre-schoolers. The results reflect a slightly smaller amount of professional (formal) and informal support available to rural parents participating in the study. Yet, the degree of satisfaction rural parents have with support available is slightly higher than the metropolitan respondents. While the differences are not significant, an assumption that the amount of support is related to satisfaction with support is not justified by this study. The two areas with significant difference, quality of medical support and lifestyle/parenting satisfaction, pose a specific question. That is, the possibility of overall satisfaction with rural life in general overriding limited outside support. Further research should address the overall satisfaction issue more specifically especially since it is somewhat contrary to some of the literature previously discussed.

Educators and others involved in providing support services should use information gleaned from this study to enhance their understanding of the parents they are in contact with. Hopefully, a better understanding of parents in rural areas would benefit

the quality of the relationship between helping professionals and parents.

Emphasis should be placed on the fact that this is a pilot study and initiated to determine flaws in research design more than to draw specific conclusions about rural support systems. The sample sizes are very small and interpretation of results must be conservative. The results are important in that they provide a basis for further research in the area of parent attitudes in the rural area.

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Antonio Luis Cardenas C
Rector de la Universidad Pedagogica
Experimental Libertador
Parque del Oeste - Avenida Sucre
Catia, Caracas, 1010, Venezuela

In Venezuela there exists an old tradition in the matter of rural education. In 1936 the Normal Rural School "El Macaro" was founded. In 1953 the Organization of American States selected Venezuela as the seat of Inter-american Center of Rural Education where rural teachers were educated for the continent. At the end of the 50s, the Normal Rural Schools were eliminated (Middle Level Institutions), with the argument that there should be only one teacher and he should fulfill his role alone. This concept has failed; therefore, the Ministery of Education and the Universidad Pedagogica Experimental Libertador (The Experimental Teaching University) propose to reinitiate the formation of the Rural Education Program but this time at the University level, as the Organic Law of Education outlines. With this purpose a new curricular design has been elaborated with the following objectives:

- To form a professional educator with knowledge, abilities, skills, attitudes, and values that will permit him to perform efficiently as a teacher at the primary level (the first six of nine grades) of the basic rural education program, and at the same time to promote the active participation of the community in the development of his region and of the country.

- To support the acquisition and development of educational, administrative, and social competencies and of field training that assures that the fulfillment of education responsibilities conforms to the nature and needs of rural education.

The study plan of the Rural Education Curricular Design is structured according to four basic components: pedagogical, general, specialized, and professional training, and comprises a block of courses approved by the educational study plan in integral education that function in the urban center, in the first 6 grades of basic education.

Socorro del Carmen Cruz Castillo
Esc. de Magisterio Emilio Prud'Homme
16 de agosto No. 51
Santiago, Dominican Republic

NUANCES IN A PROGRAM OF RURAL EDUCATION

For a program of rural education to be effective, diverse nuances should be considered. The program of rural education should include practices which secure productive social successes. Both economic and/or political individuals should be involved, and this is a reason for which the involvement of the state is required. Also, others who should be involved in rural education programs are specific authorities, scientific authorities, technical authorities, and the contributions of professionals in different areas of experience in the process of rural orientation (sociologists, pedagogues, medical doctors, psychologists, agricultural professionals, etc.). The education practice in rural areas should go beyond an interchange between teacher (or professor) and student; rural education should function within rural reality, developing in its subject basic capacities in an education for life and not for theoretical prestige. Rural education should be based on objectives extracted from reality combined with elements of social and rural context. Teacher and student should be converted, through education, into selectors and producers of knowledge which will guarantee the achievement of the objectives.

This plan integrates the factors of a complex technological focus based on the principles of psychology, theory of systems, communication, and sociology, and emphasizes the interrelationship between these elements. The rural plan of education also must consider available resources, needs of the individuals, limitations, planning, the social rural life sector, specific objectives, feedback, practical transference of knowledge, and innovations in education made possible by advances of moden technology.

In the execution of an effective program of rural education, the following social sectors should be kept in mind:

- elementary school
- education centers at the middle level
- education centers at high school level

Social entities of education that are not formal include clubs, unions, associations, confederations, private groups, and others.

Special planning should be structured to respond to the motivations, interests, and characteristics of each population. The program should possess practicality, functionability, adaptability, possibility of objective control, specificity, and finality.

Steps to set up an effective rural education program:

1. Preliminary study: secure information, process, compare models.
2. Prepare resources: human, material, and functional.
3. Establish formal program in rural education.
4. Special plan established for the function of each sector of rural population.
5. Practical execution of the education process.
6. Evaluation: revision, check results, design adaptations/corrections at each step as warranted.

CONCURRENT SESSIONS

THURSDAY, OCTOBER 9, 1986

10:45 - 12:00 PM

Prepared by: George M. Drew, Dean
Maurice H. Field,
Associate Dean
School of Education
The University of
Tennessee at Martin

PROGRAM FOR THE ENRICHMENT OF SCIENCE INSTRUCTION IN ELEMENTARY SCHOOLS IN RURAL TENNESSEE

ABSTRACT

The State Department of Education has divided the state of Tennessee into nine Education Service Centers. The University of Tennessee at Martin is located in the Northwest Center which is one of the most rural of the Service Centers in the state. The Southwest and Mid-Cumberland, for the most part, are also quite rural. The Elementary Science project is designed specifically for the rural elementary schools in these Centers.

Outstanding elementary (primary/intermediate) teachers from the Mid-Cumberland, Northwest, and Southwest Tennessee State Department of Education Service Centers, who teach science, will be identified and selected to participate in an honors program under the auspices of The University of Tennessee at Martin. The efforts to locate and recruit these truly exemplar classroom teachers will be extensive and thorough. Ultimate decisions will be based upon face-to-face interviews subsequent to the initial screening of paper credentials. Much energy will be expended to locate minority teachers who meet demanding criteria. Suffice it to say that some of the very best primary/intermediate teacher in the entire state of Tennessee will be involved. As a result of this project, critically needed leadership in science at the levels aforementioned will be provided at the local,state and national levels.

The project commits itself to the following goals for those who participate in it: 1) acquisition of ability to organize and conduct elementary science workshops across Tennessee, 2) mastery of skill in analyzing and selecting appropriate curriculum and instructional materials for Tennessee classrooms, 3) personal renewal of their expertise in elementary science methods and content, 4) public recognition for their extraordinary accomplishments in and professional commitment to excellence in elementary science.

Salient features of the project are as follows: 1) relevant application of computer science, 2) teaching strategies (Tennessee Career Development Modules and effective teaching techniques) particular to children in the elementary school, 3) creation of instructional materials when such materials are non-existent, 4) meaningful participation of academicians from the natural sciences.

The intent of the project is to work, for three years, in the Service Centers aforementioned for the purpose of initiating exemplar elementary programs or revamping existing ones in ways that will result in their being exemplar also. Subsequent, to the exhaustive efforts in these three Centers, concerted energies will be directed toward the other seven Centers in Tennessee to the end of statewide replication. Inherent in the project's design is the development of collegial relationships that will form the nucleus for a powerful network of elementary science leaders who will eventually provide professional service to each of the nine Education Service Centers for which the Tennessee State Department is responsible. In essence, then, the primary/intermediate classroom teachers will be teamed with their respective building principals and supervisors. These teams will work as co-equals with elementary science educators and natural scientists from UTM and personnel from the Tennessee State Department of Education to render service to the three grand divisions of the state of Tennessee.

This is a design which truly addresses the national problem of preparing tomorrow's scientists-- a process that must start with students who are at a period in their lives which is markedly more formative than the high school years. This is a formidable challenge in Tennessee -- a state in which it is not atypical for elementary science to be postponed until the upper elementary grades. This delay may result in the development of anti-scientific attitudes which cannot be eradicated in the future-- a tragic loss to our nation and the quality of life for the children involved.

Project Description

The proposal entitled, Program for the Enrichment of Science Instruction in Elementary Schools in Rural Tennessee, is a programmatic extension of the Center of Excellence for the Enrichment of Science and Mathematics Education.

The primary mission of the Center of Excellence for the Enrichment of Science and Mathematics Education is to prepare quality science and mathematics teachers through the preservice and inservice programs offered by The University of Tennessee at Martin. Included in the inservice programs are workshops, consultantships, research activities in the K-12 setting, instructional materials' preparation, and other activities deemed important by science and mathematics teachers in grades K-12. Each of these activities is designed to aid inservice teachers of science and mathematics in their pursuit of excellence in the classroom.

The Center of Excellence for the Enrichment of Science and Mathematics Education at The University of Tennessee at Martin is charged with the responsibility of rendering service to public schools in mathematics and science education in the state of Tennessee. This project in elementary science is designed to provide that service in elementary science to serve the three Education Service Centers aforementioned. Therefore, the efforts of the two projects can be interfaced in such a fashion that the combined impact is greater than the impact that would be manifested if the two undertakings functioned independently. In this sense, then, the project becomes a joint venture among The University of Tennessee at Martin, the State Department of Education, the Tennessee Higher Education Commission and local education agencies.

The School of Education provided the education courses for the Tennessee Valley Authority Science and Mathematics Enrichment Project, the predecessor of the Center of Excellence for the Enrichment of Science and Mathematics Education, and co-sponsors activities like the Mathematics Teachers' Workshop, and the Science Teachers Workshop. It is anticipated that these previous experiences will have a positive affect upon the elementary science project.

The proposal is designed to address goals 2, 5, 6 and 7 of the Center of Excellence, as they relate to elementary science education. These goals are:

1. To provide opportunities for minimally prepared inservice teachers of science and mathematics to improve their general content preparation, i.e., physical science, life science, and broad mathematical knowledge.

2. To provide opportunities for inservice teachers of science and mathematics with improved general content skills to concentrate on speciality areas, i.e, life, environment, physical and earth science topic areas.

3. To provide preservice teachers of science and mathematics a rigorous preparation in content with at least one speciality area.

4. To provide extracurricular opportunities which feature local, state, regional, and national figures, who can aid the academic programs in fostering a renewed interest in the value of science and mathematics understanding for the individual.

5. To provide a delivery system for encouraging, conducting, and reporting research on science and mathematics teaching.

6. To provide a delivery system for technical assistance through printed materials and consultants.

7. To fulfill the mission of enriching science and mathematics teaching in Tennessee and the surrounding area assumed with the designation as a Center of Excellence.

Project Objectives

A. To Implement Goal Two.

A.1. To identify exemplar primary (grades K-3) and intermediate (grades 4-6) elementary teachers who have demonstrated excellence in teaching science in rural settings in Tennessee.

> This objective will be met when exemplar primary and intermediate elementary school teachers, who have demonstrated excellence in science teaching, have been identified in each of the Education Service Centers. Target Date: tentative 4/15/86

A.2. To identify principals and instructional supervisors in the Local Education Agencies (LEA's) represented in Objective A.1. above, who have a collegial relationship with the primary/intermediate science teachers identified in Objective A.1.

> This objective will be met when the principals and supervisors have been identified who work in association with the exemplar teachers identified in A.1. above. Target Date: tentative 5/1/86

A.3. To form teams consisting of a primary teacher, an intermediate teacher, a principal, and an instructional supervisor, all of whom are assigned to the same elementary school.

> This objective will be met when three teams have been selected from each of the Education Service Centers. Target Date: 5/15/86

A.4. To identify one Level III elementary teacher who has had major science teaching responsibilities from each of the Education Service Centers to coordinate the efforts of the teams in their Education Service Center with the LEA's, State Department of Education (SDE), and the School of Education at The University of Tennessee at Martin.

> This objective will be met when three Level III teachers have been selected. Target Date: 5/15/86

A.5. To identify three certified elementary teachers with appropriate science teaching preparation from each of the Education Service Centers to serve as substitute teachers during those periods when a teaching member of one of the teams is involved in professional service outside of their classroom.

> This objective will be met when three certified substitute teachers have been selected. Target Date: 5/15/86

A.6. To identify academicians in science education and the natural sciences who will work as co-equals in an atmosphere of collegiality with the teachers and administrators aforementioned.

This objective will be met when the science educators and scientists have been selected. Target Date: 6/1/86

A.7. To involve the Tennessee Science Consultant and the appropriate Education Service Center Team Leader in the Tennessee Department of Education to play key roles in the training of the teams, the providing of guidance in the shaping of roles of team members during the academic year, and the adjustment of Center Goals and Objectives, as necessary.

This objective will be met when the Tennessee Science Consultant and the three Education Service Center Team Leaders have agreed to participate. Target Date: 4/1/86

A.8. To provide an intense summer science institute for educators described in Objectives A.3., A.4., and A.5. above, using the educators identified in Objectives A.6. and A.7. above, to insure mastery of subject matter and pedagogy, to include the use of computer assisted instruction inherent in the new Tennessee Science Curriculum Guides K-6, and the Science Activities Manual K-6, produced by the Center of Excellence for the Enrichment of Science and Mathematics Education.

This objective will be met when the summer science institute has been completed. Target Date: 8/15/86

A.9. To mesh the teams referred to in Objective A.3., A.4., and A.5. above, into the nucleus of a powerful network of leaders of elementary science for rural settings in each of the three Education Service Centers.

This objective will be met when the Education Service Center Teams have been formed and the summer science institute has been conducted. Target Date: initial 9/1/86

A.10. To provide each exemplar primary and intermediate teacher, principal, and instructional supervisor with a $2,000 honorarium.

This objective will be met when the honorarium has been presented at the completion of the summer science institute. Target Date: 8/15/86

A.11. To enhance the personal feeling of worth as science teachers among educators referred to in Objectives A.3., A.4., and A.5., above through media exposure, participation in science teaching demonstrations in their Education Service Center and the assumption of a science teaching leadership role in appropriate state organizations.

This objective will be met when all activities have been completed for the initial year. Target Date: 6/30/87

B. To implement Goal Five.

B.1. To network with other teachers of elementary school science through the media and by means of presentations on request in local school systems and at meetings of Science Association of Tennessee, and regional and national meetings of the National Science Teachers Association.

This objective will be met when the activities of the year have been conducted and a vita for each member of the nine elementary school teams has been prepared which validates significant opportunities to disseminate information at the local, state, regional, and national levels. Target Date: 6/30/87

C. To implement Goal Six.

C.1. To make recommendations for activity changes and/or additional activities to make the Science Activities Manual K-6 a more helpful aid to the teacher of elementary science.

This objective will be met when all recommendations have been made and have been incorporated into the Science Activities Manual K-6. Target Date: 6/30/87

C.2. To provide technical assistance to colleagues with elementary school science teaching responsibilities in the work station.

This objective will be met when the activities of the year have been conducted and a log for each of the nine elementary school teams has been prepared which validates significant professional contacts in the work station. Target Date: 6/30/87

D. To implement Goal Seven.

D.1. To assist Tennessee rural elementary school teachers of science to move toward the standards recommended by the National Science Teachers Association (NSTA) for elementary teachers.

This objective will be met when the activities of the year have been completed and the standards recommended by the National Science Teachers Association can be verified as implemented. Target Date: 6/30/87

D.2. To aid elementary teachers in rural settings to adapt instruction for children of various learning abilities through mastery of the Career Development Modules.

This objective will be met when the activities of the year have been completed and statistical analysis of Stanford Achievement Test scores on science indicates significant differences for children of specific learning abilities attending schools with high project intensity over children of comparable abilities attending schools of low project intensity. Target Date: 6/30/88

D.3. To improve science teaching skills on the part of primary and intermediate teachers and thereby increase their chances of moving up the Career Ladder Program in Tennessee.

> This objective will be met when activities of the year have been completed and the success rate of participating teachers in the Career Ladder Program has been compared to the success rate of non-participating teachers in comparable situations.
> Target Date: 6//30/87

D.4. To improve administrative and supervision skills for rural elementary principals and supervisors and thereby increase their chances of moving up the Career Ladder Program.

> This objective will be met when activities of the year have been completed and the success rate of participating principals and supervisors in the Career Ladder Program has been compared to the success rate of non-participating principals and supervisors in comparable situations. Target Date: 6/30/87

D.5. To demonstrate simultaneous gain in both science attitude and content knowledge of program participants as measured by pre-and post-testing on the Scientific Attitude inventory and a science content test.

> This objective will be met when the activities of the summer program have been completed and analysis of the data has been completed. Target Date: 9/1/86

D.6. To demonstrate the effectiveness of the efforts in D.1. - D.4. above on science achievement through statistical analysis of Stanford Achievement Test scores in science to show significant differences in favor of program intensities among participating elementary schools in an Education Service Center vs. comparable non-participating elementary schools in that Education Service Center vs. comparable elementary schools not in a participating Education Service Center.

> This objective will be met when the activities of the year have been completed and statistical analyses of Stanford Achievement Test scores on science have been conducted to determine significant differences, if significant differences exist, between and/or among groups. Target Date: 6/30/87

The project is designed to identify exemplar elementary classroom teachers, principals and supervisors in rural settings in the following State Department of Education Educational Service Centers: Mid Cumberland Development District (Nashville area); Northwest Tennessee Development District (Martin area); Southwest Tennessee Development District (Jackson area).

This is a large geographic area stretching from Dyer County, bordering the Mississippi River, to Wilson County, east of Nashville. This amounts to a linear distance of approximately 300 miles. There are thirty county systems included in these three Education Service Centers and about twenty city or special systems.

The elementary teachers will represent the primary grades (K-3) and the intermediate grades (4-6) and will be those who have demonstrated excellence in teaching science at these grade levels. The principals and instructional supervisors will be those who have developed a collegial relationship with the classroom teachers who are chosen for the project. The effort to locate and recruit these truly exemplar classroom teachers, supervisors and principals will be extensive and thorough. Ultimate decisions will be based upon face-to-face interviews subsequent to the initial screening of paper credentials. Much energy will be expended to locate minority teachers, principals and supervisors who meet the criteria.

Instructional teams consisting of one primary teacher, one intermediate teacher, one principal and one supervisor, from the same school, will be formed. Three of these teams will be formed in each of the Education Service Centers aforementioned. In addition, one Level III elementary teacher will be chosen for each of the three Education Service Centers. Each Level III teacher will serve as Field Supervisor to coordinate the elementary science activities within the Education Service Center in which he/she serves. The Field Co-Ordinator will oversee the activities of the three Field Supervisors and the nine teams working in the three Education Service Centers.

In addition, major effort will be made to recruit teachers, principals and supervisors who are committed to mainstreaming handicapped children into the rural classrooms. The State of Tennessee has included computer literacy in its Better Schools Program. Therefore, teachers, principals and supervisors who have positive attitudes about the educational use of computer skills will be chosen for the project. The proposed instructional design calls for children to enhance their computer skills at the same time they are learning science content.

The participants in the project will spend eight weeks on The University of Tennessee at Martin campus working with academicians in science education and the sciences who have been chosen for the project because of personality traits which allow them to work as co-equals with elementary classroom teachers from public schools as well as public school principals and supervisors. The intent is to have these K-6 personnel working with university science educators and scientists who have a genuine insight into the plight that confronts those who endeavor to teach science in the rural elementary schools in Tennessee. It is only under these conditions that elementary teachers, supervisors, and principals can benefit from the expertise of the science specialists. The major expectation of this interaction among those mentioned above will be to enhance the background of the public school personnel, in order to insure that the new science curriculum guides will be implemented in a quality fashion.

The science consultant for the State Department of Education, Geraldine Farmer, will have a significant involvement in the summer seminars, especially in connection with the plans for the implementation of the Science Curriculum Guides K-6. She will also make site visits during the ensuing academic year in order to evaluate the effectiveness of efforts to translate the science guides into successful learning experiences for boys and girls. In addition, she will make discerning judgments regarding the extent to which the State Department of Education wants to embrace the model utilized by this project.

The summer program will afford the participants opportunities to work with select members of The University of Tennessee at Martin School of Education faculty members and the State Department of Education whose efforts will be directed toward:

1. Effective teaching techniques for children in rural settings.
2. Tennessee Career Development Modules.
3. Teaching strategies for exceptional children in rural settings.
4. Computer literacy for children in rural settings.

It is anticipated that the typical mode of delivery during the intense summer will be seminars and structured "hands on" science workshops. As the participants increase their knowledge of content and teaching strategies, they will be invited to enrich the depth of their experience by exchanging, exploring, and reacting among themselves. The University of Tennessee at Martin - Tennessee Valley Authority project revealed clearly that a genuine and invaluable camaraderie can develop. This type of esprit de corps would be critically important to the success of the network aforementioned.

The participants in the summer program will be administered teacher attitude instruments. These data will be analyzed to ascertain the extent to which there has been an improvement in attitude regarding the teaching of science. In addition, examinations will be given to access increase in the acquisition of science content.

Toward the conclusion of the summer session, a recognition dinner will be held to honor the participants. At this juncture, each of the participants will be presented with a $2,000 honorarium and a certificate of meritorious service. Press releases will be forthcoming and designed to share with the public the successes of the project and to credit the participating funding agencies, the Tennessee State Department of Education, The University of Tennessee at Martin and the Center of Excellence for the Enrichment of Science and Mathematics Education and the National Science Foundation in Washington, D.C.

Subsequent to the intense summer seminars on The University of Tennessee at Martin campus, each of the teams will direct its efforts toward the development of, or revamping of, the elementary science programs for its "home" schools. The Level III teachers mentioned above will serve as coordinators of the efforts within each team's "home" school. It is anticipated that a large portion of the initial year will be absorbed by this intra-school mission. However, if this undertaking is completed prior to the termination of the academic year, attention can be directed toward inter-school development, i.e.,within the same Education Service Center.

After the redesign of the elementary science program in the "home" school, the team will work with the coordinator to effect the same programmatic change in other schools in the Education Service Center. These efforts will be coordinated by the Level III teachers . The teams members will be involved directly in the redesign activities in the other schools in the Education Service Center. These involvements will take the form of team members working in classrooms as trainers of teachers and with appropriate administrators. The classroom teachers will have their teaching responsibilities assumed by a certified substitute teacher who will be hired by the project. Assisting in these undertakings will be the University faculty members who were responsible for conducting the seminars on the campus during the preceding summer. These faculty members will work with classroom teachers by helping in the planning for instruction, by doing demonstration teaching designed to exemplify the

Tennessee Career Development Modules, and other effective teaching techniques. They will also endeavor to implement the evaluation procedure mandated by the State Department of Education and other comparable activities.

The piloting of the initial year will culminate in the analysis of data derived from the science portion of the Stanford Achievement used by the State Department of Education. Comparison will be made of: (1) the student scores in the schools in which the teams have worked compared to comparable student scores from schools, within the Education Service Center, in which the teams have not worked. (2) The scores of Local Education Agencies in which the teams worked will be compared to comparable scores drawn from schools that are not in the same Education Service Center as those represented by the teams.

For the second year of the project, three additional teams would be selected from each of the three Education Service Centers. The same three Level III teachers would be used, one from each of the Centers. These participants would attend summer seminars comparable to those conducted during the initial year.

The first group of team members and the Level III teachers would be available to suggest ways in which the seminars could be improved. They would also provide evaluative comments regarding the improvement of the project's activities in the schools during the preceding year.

The same basic procedure used in the first year would be followed throughout the ensuing academic year. Any changes would result from those insights gained during the pilot year. The following years would repeat the approach utilized for the first and second year.

The project offers a model for cooperation among the State Department of Education, the Tennessee Higher Education Commission, higher education, and public elementary schools, that could serve the state of Tennessee for an extended period of time. If the project produces a model which the State Department of Education could embrace to use across the entire state, it seems feasible to assume that State Department of Education funds and personnel could be used for such an expansion.

Selection of the Participants

Each of the three State Department of Education Service Center Team Leaders will be asked to work with the Councils of Superintendents, Principals, and Supervisors, and with teachers to nominate the participants. The names of these individuals will be screened by the Selection Committee.

The Selection Process

A Selection Committee will be formed consisting of the following:

a) A superintendent recommended by the Tennessee Council of Superintendents.
b) A supervisor recommended by the Tennessee Council of Supervisors.
c) A principal recommended by the Tennessee Council of Principals.
d) Four teachers (2 primary and 2 intermediate)recommended by the Tennessee Council of Classroom Teachers.

e) Two State Department of Education staff members recommended by the Commissioner of Education.
f) Two University of Tennessee at Martin science academicians.
g) Two members of The University of Tennessee at Martin School of Education.
h) President and Vice-President of the Science Association of Tennessee.

Evaluation Plans

1. Evaluation of Participants

Project participant attitudes toward science and science instruction will be monitored carefully at the beginning, during, and upon conclusion of the project. The Scientific Attitude Inventory will be employed in this project. This procedure will provide data which can permit the observation of a shift in teacher attitude, if any. This will provide one measure of the effectiveness of this project.

The most important measure of the effectiveness of this project will be the improvement of primary and intermediate grade teachers' knowledge of the subject matter in the life, environmental, physical and earth sciences. Specific needs analysis of individual/group participants' science background deficiencies will be identified in each area (life-environmental-physical-earth sciences). The responses will be computer tabulated and analyzed on both an individual and group basis. Based upon this process, instruction aimed at upgrading and updating will be designed and implemented. A content-oriented test in each science discipline will be constructed. Early in the project a sub-test will be administered which will serve as the project pre-test. The final or post-test will take place upon the conclusion of the instruction in that specific discipline. Pre- and post-test data can then be compared on both an attitudinal and science content achievement basis.

Overall Project Evaluative Schemata

	Pre-Test	Post-Test
Teacher Attitude Toward: Science	_____	_____
Total Overall Attitude Score	========	========
Teacher Science Content Achievement in:		
____Life Science	_____	_____
____Environmental Science	_____	_____
____Physical Sciences	_____	_____
____Earth Sciences	_____	_____
Total Overall Achievement Score	========	========

In addition to the analysis of gains on the attitude and content scales, correlation analysis between attitude and content scores will be performed. Gains will be analyzed using the t-test for paired data using a .05 level of significance. The computed correlations will be analyzed by a test of the hypothesis, $r=0$, by a t-test using the .05 level of significance.

2. Evaluation of Students

Comparison will be made of: 1) the Stanford Achievement Test Science scores in the schools in which the teams have worked, compared to scores from comparable student populations from schools, within the Education Service Center, in which the teams have not worked. (2) The scores taken from schools in which the teams worked will be compared to comparable populations drawn from schools that are not in the same Education Service Center as those represented by the teams.

The following statistical analyses will be run for these data:

a) t-test of two means, where appropriate, with the null hypothesis at the .05 level of significance
b) Analysis of variance, where appropriate, to ascertain if there is significance differences among groups with the null hypothesis at the .05 level of significance.

Educational Need Evidence

Many recent national reports include recommendations that urge an increased emphasis on science in all curricula grades K-12 schools and post-secondary. (Ref. A The Nation At Risk: The Imperative for Educational Reform;; Excellence In Our Schools; Teacher Education: An Action Plan; An Agenda For Educational Review: A view From the Firing Line; Action for Excellence.) A recurrent theme in these reports is the concern that this country's welfare will be endangered, perhaps to a devastating degree, if its schools do not develop scientists of a quality to compete internationally. This theme is echoed by the 1984 Association Council for Policy Analysis and Research publication, America Has a New Urgency.

Commenting on plans to spend approximately two trillion dollars on defense over the next five years, the ACPAR states: "But even those huge expenditures will not really buy us security unless America has an expanded cadre of highly skilled people -- engineers, scientists, and managers -- to carry out the programs."

Although there seems to be a consensus that there is an urgent need for improved instruction in science, there exists no simple answer to the question of how to effect the changes needed. Even so, some broad, simplistic approaches have been advocated and implemented. Rather than improve the situation, some of these approaches have created further dilemmas. One such approach is the addition of more subject matter in science at the high school level as a requirement for graduation, apparently without regard for the preparation of the students or the instructors in this area. Two obvious weaknesses of such an approach are that it focuses at the end rather than the beginning of a student's K-12 years and that it, initially at least, encourages the use of minimally-prepared instructors to teach science. Reliance on such an approach to improve the development of potential scientists is counterproductive and may result in a further entrenchment of an anti-science attitude which had its impetus during the formative elementary school years.

In a 1983 position statement, the National Science Teachers Association (NSTA) set forth standards for preparation of teachers of science in grades K-12. The introduction states:

> Although science is generally recognized as a curriculum requirement in the elementary schools of the United States, the teaching of science is beset with problems. Significant numbers of elementary teachers feel unqualified in science and uncomfortable when they have to teach it (Weiss Report, 1977). Too often, little time is devoted to science instruction and many teachers ignore it completely.

The plight described in the NSTA position statement is exacerbated in Tennessee because the state has no certification for middle and/or junior high schools. Figure 1 on page 11 of the 1983 (Southern Region Education Board (SREB) publication, Preparation Programs and Certification Standards for Teachers of Science and Mathematics in the SREB Region (Lynn Cornett), reveals that elementary certification allows one to teach science in grades 1-8; secondary certification permits one to teach science from grade 6 to grade 12. Coupled with this certification problem is the question raised about the preparation of science teachers. In a 1984 publication, Science Education in the United States: Fundamental Steps for Achieving Fundamental Improvement, the observation is made that "...For the most part, secondary school science teachers in the U.S. are trained in science departments that rarely make adjustments in courses that would make them more suitable to the education goals precollege teachers must seek to achieve. Instead, prospective teachers take courses designed for aspiring scientists..." (p. 12).

The negative impact of the circumstances, described above, upon the science instruction for sixth through eighth grade students is made more serious by the expectation of a teacher shortage by 1990. Bob Palaich and Donald Burnes of the Education Governance Center state that "Between now and 1990, the number of classroom teachers needed in this country will rise from 2,380,000 in 1984 to a projected all-time high of 2,640,000 in 1990..." (Issuegram #24, March, 1984). There is some evidence to support the contention that many of the impending vacancies may be filled with teachers presently employed and tenured by the school districts. The effect of a noteworthy teacher shortage upon quality of instruction should be considered in light of excerpts from Reason and Jones' review, Indicators of Precollege Education in Science and Mathematics: A Preliminary Review (pp 13-14, 47).

> ...While enrollments are dropping, vacancies tend to be filled with teachers from other fields who have tenure in a district, rather than with new entrants certified in the field with vacancies. This practice, the extent of which is unknown, reduces the demand for additional teachers, even though it may be detrimental to the quality of science and mathematics teaching.
>
> The extent to which school systems will seek to replace out-of-field teachers or will choose instead to provide in-service training is unknown. Such choices will in part be influenced by State and Federal support policies for teacher education and in part by local board policies and teacher contracts.

> To the degree that increased high school graduation requirements will entail having to offer more courses in mathematics and science, teacher shortages will be aggravated, but how much is unknown.
>
> Demand forecasts are generally based on extrapolation of current conditions, taking account of likely changes in enrollment, class size and curriculum. They do not take into account possible structural changes in the education system.
>
> At the elementary school level, only a small number of teachers specialize in mathematics and science, either as specialist teachers or in grades 7 and 8 when these grades are a part of the elementary system.

It seems realistic to project, based upon these observations, that the critically important challenge of making radical improvements in elementary science will have to be done with veteran elementary teachers -- teachers whose backgrounds have not prepared them to deal adequately with the challenge of providing the quality of instruction necessary to meet the demands of contemporary high-tech society. The lack of preparation is, too often, not off-set by continued education and participation in science institutes. A March, 1984, report by the U.S. General Accounting Office (GAO) reveals that a low percentage of elementary teachers, grades 4-6, have attended National Science Foundation Institutes. An even lower percentage of elementary teachers, grades K-3, attended (Table 5, p. 27). The GAO report refers to another study in which the researchers concluded that "...participation in the NSF institute programs was fairly extensive; about half of the senior high school mathematics and science teachers participated in the institutes. Clearly the elementary school teacher participation was lower, estimated at 14 percent..." (Robert L. Steiner, et. al, Survey of Science Education in the Public Schools of the United States (1971) vol. 4, Elementary Schools).

The GAO Report cites another study, National Science Foundation, Precollege, p. 27 which concludes that:

> In the absence of departmentalization in the typical elementary school, NSF emphasized training key teachers or supervisors who might in turn improve the mathematics and science instruction in their home schools. This attempt at having an impact on the large number of elementary schools and elementary school teachers was not considered successful. Elementary school teacher summer and in-service programs were terminated in fiscal year 1966.

Even though the NSF Curriculum Review Team felt, in 1975, that training key teachers as supervisors did not have a positive impact on large numbers of elementary schools and elementary teachers, these efforts did not involve the principal and instructional supervisor. Both of these individuals play key roles in post-project years, if program enhancements are to continue.

Data obtained from a needs assessment completed by teachers representing eight elementary schools in the Northwest Education Service Center demonstrated the present lack of involvement of the principal in the science programs.

71% felt principals showed little or no leadership in science.
63% felt principals spent little or no time questioning prospective teachers about their science preparation.
63% felt principals gave little or no encouragement to the assessment of the science program.
92% felt principals gave little or no help to providing inservice programs on science.
75% felt the principal had shown little or no activity in helping to select science textbooks or curriculum materials.
88% felt the principal had shown little or no interest in informing parents about the science programs.
75% felt the principal had played little or no role in the evaluation of science standardized tests.
63% felt the principal placed little or no value on science standardized test scores.

Therefore, an adapted version of this NSF procedure seems to merit serious consideration, i.e., a primary teacher, intermediate teacher, principal and instructional supervisor with identical work station assignments. In order to reach large numbers of elementary teachers and schools, a co-operative venture among higher education, state departments of education and local education agencies (LEA) would need to be developed. Therefore, an adapted version of this procedure seems to merit serious consideration. In order to reach large numbers of elementary teachers and schools, a co-operative venture among higher education, state departments of education and local education agencies (LEA) would need to be developed.

The emphasis of the National Science Foundation summer and in-service programs for elementary teachers that terminated in fiscal year 1966 was upon increasing teachers' knowledge of science and mathematics. Even though one may argue that "process-product" research is inconclusive, it does support the need for more active and organized teaching. (Jere E. Brophy, "Classroom Organization and Management," The Elementary School Journal, (March 1983) p. 267, and "Teacher Behavior and Its Effects," Journal of Educational Psychology (1979). (GAO Report, p. 34)

> Effective teachers, "product-process" research says, are more likely than less effective teachers to:
> --provide and enforce clear and consistent rules of conduct;
> --instruct and drill students in well thoughtout procedures for classroom behaviors;
> --respond more promptly to incipient misbehavior;
> --maintain well-paced momentum in instruction;
> --assign independent work, which will provide students with high (90-100 percent) levels of success;
> --interact frequently with students providing prompt and frequent academic feedback to students by correcting papers, answering questions.

Benefit to Tennessee

The plight described by the NSTA position statement is exacerbated in Tennessee because the state has no certification for middle and/or junior high schools. Figure 1, on page 11 of the 1983 SREB publication entitled Preparation Programs and Certification Standards for Teachers of Science and Mathematics in the SREB Region (Lynn Cornett), reveals elementary certification allows one to teach science in grades 1 - 8; secondary certification permits one to teach science from grade 6 to grade 12. There is the view that is expressed on page 12 of the 1984 publication, Science Education in the United States: Essential Steps for Achieving Fundamental Improvement, which reads, in part:

> ...For the most part, secondary school science teachers in the U.S. are trained in science departments that rarely make adjustments in courses that would make them more suitable to the education goals precollege teachers must seek to achieve. Instead, prospective teachers take courses designed for aspiring scientists...

The extent to which this statement is true, is the extent to which 6th to 8th grade children are negatively impacted. Given the NSTA statement mentioned earlier, regarding elementary science preparation, 7th and 8th grade students, typically, would be taught science by teachers with inadequate depth in the science discipline.

In Tennessee there is a "goodness of fit" between the "product-process" objectives and the objectives of the Tennessee State Department of Education. For example, the teacher characteristics mentioned in Deborah Burnett Strothers's article, "Practical Application of Research" in the June, 1985, issue of the Phi Delta Kappa Kappan, p 725, namely:

--theoretical foundation
--organizational and instructional skills
--interpersonal skills
--prevention skills
--correction skills

and those which constitutes the Tennessee Instructional Model:

--Planning
--Classroom Management
--Instructional Strategies
--Evaluation
--Instructional Leadership

It would be timely, then, to combine the efforts of the Tennessee Higher Education Commission, the State Department of Education, Local Education Agencies and The University of Tennessee at Martin to help rural elementary teachers learn effective teaching techniques concurrent with learning the scientific knowledge necessary to implement the new curriculum guides for elementary science in Tennessee elementary schools. (See Letters of Support in Appendix V)

The State of Tennessee will benefit greatly because the project will develop a system for improving elementary science education. The State Department of Education will benefit because the project will provide an effective procedure for implementing its science guides. In this instance, State Department of Education funds and personnel could be directed toward the perpetuation of the model and expand it to include the other six Education Service Centers.

Benefit to Undergraduate Instruction

Quite recently, the state of Tennessee has increased its requirement in science for high school graduation. It is anticipated that many Tennessee students will have difficulty meeting these new requirements. Consistent with the rationale of this project, the long-range solution to this dilemma lies in the marked improvement in the teaching of science at the elementary level.

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Dr. LeRoy Owens, Superintendent
Aleutian Region School District
4000 Old Seward Hwy., Suite 301
Anchorage, Alaska 99503
907/562-2924

LONG DISTANCE SATELLITE TECHNOLOGY SUPPORTS SCHOOLS OF ANCIENT VILLAGES OF THE ALEUTIANS

Huge, yet tiny - ancient, though modern - strewn amid belching volcanos and trembling earthquakes, the most rural and isolated of our Nation's schools use long distance education techniques to provide schooling for students of Aleut and Aleut/Russian heritage. Satellite communications link six village schools in Aleutian Island communities like Nikolski and Atka with a central office and neighboring schools over hundreds of miles. To provide quality education, the District carefully selects teachers with multiple preparation and sensitivity to a bicultural population that traces its history to the time of ice ages, several hundred foot lower ocean waters, and genetic origins to common forebearers of present day central Asian Soviets. The Aleut people, principle inhabitants of the Aleutian Islands know well the recent history following the first visit of Russian ships and Vitus Bering over two hundred years ago. But ancient anthropological digs throughout the islands establishes continuous residency of the Aleutian people to over nine thousand years, and probably thousands of years earlier.

The tiny schools serving the Aleutian Islands have had to utilize the latest application of satellite technology to provide a support system reaching hundreds of miles to Anchorage, Alaska's largest city. This tiny (by student count) Aleutian Region School District uses satellite telephone, telecommunication, and computer networking as everyday tools for schooling. A statewide educational television network reaches these far away village schools through truly long distance education capability. The schools of the Aleutians, more like community centers, are staffed each fall with teachers who travel from the central office in Anchorage for several hours by jet flight, then by small plane, boat, or boat plane to reach their far distant rural assignments.

How this tiny, yet huge school district operates is a contemporary example of the creative use of available technology to support teachers and students in their traditional learning interaction.

Participants in the presentation are invited to fill out a participant sheet upon which suggestions of ideas appropriate to distance education application can be shared. Persons wishing to discuss these ideas further are invited to contact the presenter at the address above.

The above presentation was made in conjunction with presentation #68, Rural Learning Across America via Satellite.

Rural Learning Across North America Via Satellite

Ralph F. Meuter
Charles F. Urbanowicz
Leslie J. Wright

Introduction

California State University, Chico, located in rural California, 99 miles north of the capital of Sacramento, was established in 1887 as California's second State Normal School. A 1984 survey by the journal California Higher Education rated CSU, Chico as the most innovative campus in the 19 campus California State University system [1]. The two other segments of public education in California are the California Community Colleges, with 106 institutions and the University of California, with nine institutions.

The role of innovative leader did not develop immediately, but was nurtured by a series of partnerships developed over the years and continuing to date. Capitalizing on its relatively rural and isolated location (90 miles North of the state capital of Sacramento and 175 miles North-East of San Francisco), in 1975 the University established an extensive ITFS/Microwave telecommunications system in northern California for educational purposes.

In addition to ITFS, the University also offers an M.S. degree in Computer Science, live via satellite, to corporate locations throughout North America. Since the M.S. degree program began in September 1984, enrollments have averaged 100 per semester.

The ITFS program and the M.S. in Computer Science live via satellite have been well received: rural northern California residents appreciate the opportunity to receive upper-division courses without having to drive to campus, and high-technology professionals throughout the nation appreciate the live and interactive nature of the Computer Science courses available via satellite at their worksite. Both the ITFS program and the satellite program have been discussed in various publications since ITFS began in 1975 and since satellite programming began in 1984 [2, 3, 4, 5, and 6].

CSU, Chico

The University is a comprehensive institution, with a budget of $75 million a year, offering Bachelor's and Master's degrees in a variety of subjects. There are approximately 14,000 students at the University with 1,600 faculty and staff, and the greater community of Chico has approximately 64,000 residents.

CSU, Chico has the largest service area of the various campuses: 33,000 square miles of rural northern California, or approximately 21% of the land mass of California. There is a resident population in this region of 600,000 individuals (or 2.1% of the State's population). The question Chico had to address was how to provide quality education to individuals not on campus who wanted an education.

In 1969, the University began offering External Degree programs at Community College locations in northern California. Cycles of courses were offered by faculty driving to these locations and hundreds of degrees were awarded in this manner. This method of sending faculty to various rural locations has now been replaced by the electronic delivery system.

The Electronic Delivery Systems

In the late 1960's and into 1970, a study on the needs of higher education in rural northern California was conducted by the California Coordinating Council of Higher Education. A direct result of this report was the creation of the extensive "Instructional Television Fixed Service" (ITFS) system throughout CSU, Chico's 33,000 square mile service area.

A prediction was made in 1972 by the Carnegie Commission on Higher Education that "by the year 2000 over 80 percent of off-campus instruction...will use information technology" in their educational mission [7]. The 1985 Carnegie Foundation for the Advancement of Teaching report, entitled Corporate Classrooms: The Learning Business, continued to echo this theme on the role of technology in higher education [8].

In 1975, through a variety of funding sources, including system-wide monies and federal dollars from the United States Department of Commerce (NTIA), an ITFS/Microwave link was established between California State University, Chico and the University of California at Davis, 92 miles south of Chico. The link was created to allow the Department of Computer Science at Davis to use Chico Computer Science courses for their developing Ph.D. program in Computer Science.

The initial ITFS system has expanded to 16 sites throughout northern California. At CSU, Chico ITFS stands for "Instructional Television For Students." Single courses and entire degree programs are delivered electronically throughout northern California (Appendix 1).

The most distant ITFS receive site is in a high school in Yreka, 173 miles north of campus. The eastern leg of the system goes 140 miles over the Sierra Nevada into the United States Sierra Army Depot. The eastern link provides courses to employees of the Grass Valley Group (90 miles from campus). The southwest leg extends 49 miles into a county schools office in Colusa and the southeast leg extends 114 miles into the Hewlett Packard Company facilities in Roseville, California.

The success of the University's telecommunication activities was the reason that Chico was rated "number one" in innovation by a 1984 survey of faculty and administrators of the 19 campus California State University system. The article pointed out that "as communication technology developed, Chico was quick to substitute the airwaves and phone lines for the automobile and rural highway" and "in citing Chico as number one, respondents repeatedly cited the university's instructional television program that serves rural communities throughout northeastern California, its continuing education program and external degree program and computerized library." [9]

The "computerized library" refers to the fact that the catalog of Chico's entire library collection, over 1,000,000 items, is in machine-readable format and is accessbile via computer terminals from anywhere in the world. It is one

of the largest retrospective catalogs and it is being used by both ITFS students throughout the region and students enrolled in the M.S. degree in Computer Science throughout the United States.

The ITFS classroom is a state-of-the-art facility seating 32 individuals and a second origination room is planned to be operational by the Spring of 1987. ITFS courses are regularly scheduled classes, taught by regular faculty to on-campus students. They are concurrently taught via ITFS, and the ITFS student pays the exact same fees as if she or he were attending class live in Chico.

Operated by a single individual in a master control room, the current ITFS classroom is in operation from 8AM to 10PM every Monday through Friday and Saturday from 9AM to 3PM. Televised classes are broadcast 2,160 hours a year and a second origination room is definitely needed.

CSU, Chico has created 16 additional classrooms throughout the region, (a) without increasing the number of faculty, (b) without constructing 16 rooms, and (c) without the maintenance charges for those 16 classrooms. Had 1985-1986 ITFS classes been taught in the traditional manner, namely driving to rural sites throughout northern California, calculations reveal that more than 18,000 hours in travel time would have been expended by the faculty and more than $250,000 in motor vehicle charges would have been incurred by the University.

The Center for Regional and Continuing Education is the major outreach organization of the University and works with institutions and individuals throughout the University's service area. This office coordinates all Summer Session, Extension, non-credit programs and professional development workshops for the University.

The Center also coordinates the teleconferencing facilities of the University and Continuing Education works with various department offices to create the cycle of existing on-campus courses delivered throughout northern California via the ITFS/Microwave system. The Center also works with outside organizations, such as the California Commission on Peace Officers Standards and Training, who have used the ITFS/Microwave system to deliver cost-effective training to their law-enforcement personnel [10]. Numerous state agencies and educational groups have approached the University to use the telecommunication systems.

As Frederick Williams, former Dean of the Annenberg School of Communications at the University of Southern California has pointed out:

> "In a sense, telecommunications as used in education can represent a form of teleconferencing. Consider the Instructional Television Fixed Service facilities where students are seated in a classroom that is relatively normal except for the existence of two or three remotely operated television cameras....Studies of the use of teleconferencing with the Instructional Television Fixed Service facilities indicate a number of advantages." [11]

A 1986 Compendium on Uses of Television In Engineering Education [12] not only pointed out Chico's ITFS and satellite-delivered M.S. degree program, but also the televised courses being delivered by Stanford University, the

University of California at Berkeley, the University of Southern California, Georgia Institute of Technology, the Illinois Institute of Technology, the University of Minnesota, Purdue University, and Oklahoma State University, just to mention a few. There are, indeed, a number of institutions utilizing the the existing and developing technologies and mixing them to meet the needs of various educational situations.

The M.S. Degree in Computer Science via Satellite

After the CSU, Chico ITFS system was in place, the University began to look to satellite-delivery of degrees and the University installed a 10 meter Scientific Atlanta C-Band uplink on campus.

In 1984, the University began offering an entire Master's degree program in Computer Science, live via satellite, to the Hewlett Packard Company at their locations in five western states: California, Washington, Oregon, Idaho, and Colorado. Eight graduate level Computer Science courses were offered from September 1984 through May 1985 and and in September 1985, satellite programming was increased to five courses a semester and enrollments have averaged 100 per semester since the program began.

The Continuing Education Manager for Corporate Engineering at HP points out that technology has allowed them to overcome isolation:

> "Technology can help compensate for the shortage of engineering and math faculty and can make education accessible to isolated areas. But to maximize these opportunities, careful planning and resource sharing are absolutely necessary." [13]

The live satellite program has been expanded to include several additional companies, including Texas Instruments, General Dynamics, the Bently Nevada Corporation, and the United States Naval Weapons Center at China Lake, California. Further negotiatiobns to offer the program to additional companies is currently under way. In Fall 1986 the five courses (every Tuesday and Thursday from 8AM PST to 3:15PM PST) will be received at up to 19 corporate locations in ten states (Arkansas, California, Colorado, Connecticut, Idaho, Nevada, Oregon, Tennessee, Texas, and Washington) and the District of Columbia.

Other Satellite-Delivered Activities

In addition to the CSU, Chico satellite activities, various educational programs are being offered via satellite across North America by other groups interested in providing educational programming to rural North America.

The National University Teleconference Network (NUTN), a consortium of more than 100 educational institutions, offers various non-credit programs via satellite for its member institutions and organizations that have satellite-receive capability. For two years, Oklahoma State University has also offered educational programming via satellite for students and teachers in that state.

In one of the most ambitious educational undertakings via satellite, in September 1985 the TI-In Network in Texas began offering direct instruction to students and in-service for teachers via dedicated satellite facilities.

Originally designed for Texas schools only, the TI-IN Network has established itself as a clear leader in educational programming via satellite for North America.

Elsewhere, the Utah State Department of Education has offered accelerated learning of Spanish via satellite and recent information indicates that Eastern Washington University is planning various satellite programs for students and teachers. Also on the local scene, the Knowledge Network of British Columbia has been providing various educational programs via satellite for several years.

Conclusions

As the 1985 Report of the President's Commission on Industrial Competitiveness entitled Global Competition: The New Reality pointed out "the new global economy makes competitiveness vital." [14] In order to "maintain competitiveness" one must be aware of what is currently happening.

As a result of the CSU, Chico's commitment to satellite-delivered educational programming, in the Spring of 1987 the University will sponsor five teleconferences dealing with contemporary issues for educators in California (Appendix II). Educational programming via satellite can be received virtually anywhere in North America today, if individuals (a) know what is currently available and (b) know how to access that information. The Spring 1987 series will begin on Monday, January 12, 1987, and any institution (or individual) with access to a C-Band earth station or dish that can receive signals from the SPACENET 1 satellite can watch and participate in these live programs.

Chico's long-term involvement with ITFS in northern California and the live and interactive M.S. degree in Computer Science available via satellite, combined with computerized library support, is a clear indication of the University's long-range planning and commitment to higher education, utilizing all of the available technologies. Telecommunication systems have proven themselves to be both cost-effective and efficient for the delivery of distance education throughout the nation. Interested readers of this paper are invited to contact us for any additional information.

Appendix I

ITFS Programs at CSU, Chico

1. California Studies Minor
2. Career & Life Planning Minor
3. Economics Minor
4. Family Relations Minor
5. Geography Minor
6. Paralegal Certificate
7. Political Science Minor
8. Psychology Minor
9. Sociology Minor
10. B.A. In Social Science
11. B.A. In Sociology

Appendix II

California State University, Chico
The Center for Regional and Continuing Education
(916) 895-6105

Spring 1987 Satellite-Delivered In-Service Series

California State University, Chico is proud to announce the following series of satellite-delivered teleconferences beginning in January 1987. Using the convenience of satellite technology, we want to show you the kinds of programs CSU, Chico can provide K-12 school personnel (both teachers and administrators) and hope you will join us in this exciting endeavor.

There is no charge to watch and participate in these teleconferences. All you need is access to a C-band downlink. We plan to transmit the signal over the SPACENET 1 satellite, and you will need to call Continuing Education at 916-895-6105 after December 1, 1986 for specific transponder information.

Monday, January 12, 1987: **3:30 pm - 5:30 pm PST**

Dr. Edward Miller, Dean of the College of Education, will serve as moderator for the program series. Dean Milller will open the January 12 program with an overview of the entire series and by introducing individual program presentors. The major portion of the opening program will deal with educational issues pertinent to first-year teachers. The needs of these beginning professionals, the development of comprehensive induction programs, and the opportunities for public school-University cooperation in program development and delivery will be discussed.

Monday, February 23, 1987: **3:30 pm - 5:00 pm PST**

Professor Louise Jensen (Department of English) will discuss the teaching of writing. The last ten years have seen a renaissance in the teaching of writing and this teleconference will (a) outline the writing process, (b) inform teachers of current resources available, and (c) discuss the new guidelines and standards prepared by the State Department of Education.

Monday, March 23, 1987: **3:30 pm - 5:00 pm PST**

Professor Bruce Bechtol (Department of Geography) will discuss geographic education. This teleconference will serve to facilitate entry into the growing network of geographic education provided on (a) the national level by the Geographic Education National Implementation Project (GENIP), (b) the regional level by the California Geographical Society, and (c) the sub-regional level by the California Geographical Alliances. Central themes of geography will be presented and related to the current curriculum needs of California K-12 students.

Monday, April 27, 1987: **3:30 pm - 5:00 pm PST**

Professors Sharon Ross and Bill Fisher (Department of Mathematics) will discuss the concept of area. This is a concept taught throughout the mathematics curriculum, yet many children are still unclear about its meaning. This teleconference will explore the attribute of area from its very beginning formations to ideas of area using calculus. The emphasis will be on useful teaching strategies that can be used in the classrooms of the teleconference participants.

Monday, May 11, 1987: **3:30 pm - 5:00 pm PST**

K-12 public school administrators will discuss the topic of administrative in-service education. Various administrative training options and opportunities will be clarified. The University's role in the development of advanced administrative training programs, and the potential for delivery of such programs via satellite will be considered as will the development of the doctorate in education within the California State University system.

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14. J. Young et al., Global Competition: The New Reality, (The Report of the President's Commission on Industrial Competitiveness, Washington, D.C.).

# # #

Carlene Gobert
Administrative Program Manager
Kentucky Department of Education
823 Capital Plaza Tower
Frankfort, KY 40601

Rural Schools Benefit from PRIDE in Special Education

Purpose: Share informaton on Kentucky's training project aimed at providing principals with resources for meeting needs of handicapped students

Objectives:

1. Participants will experience simulations of training activities.
2. Participants will view a videotape highlighting principals' reactions to training activities.
3. Participants will learn about Kentucky's model which provides a networking structure for principals who often work in rural areas with limited opportunities for sharing ideas/problems related to special education.
4. Presentors will share project evaluation results including qualitative and quantitative procedures used by a third-party evaluator.
5. Presentors will guide discussion of questions and sharing of related experiences by conference audience.

ABSTRACT

Principals are responsible for assuring appropriate education services for handicapped students; but this group has traditionally received limited training and/or skill building experiences addressing the spectrum of issues related to programs and services for handicapped students.

Project PRIDE (Principals, Resources, Information and Direction for Excellence in Special Education) provides selected principals with 13 days of training which is divided among 4 Training Institutes. Principals from the elementary level through the secondary level are included. A "train-to-train" model is utilized because of the large number of principals needing training.

Most of the project's participants have represented small, rural Kentucky school districts. The project has demonstrated the value of structured networking for principals who often work in "isolation" with few opportunities for sharing ideas or discussion of problems.

The project provides principals an opportunity to develop leadership skills, build an effective communication system for sharing resources and ideas related to serving handicapped students, and strengthen school-community relationships.

Training topics include:

Training Institute I	Attitudes Parent Communications
Training Institute II	Developing Capable Young People
Training Institute III	Staff support teams, Group dynamics, and Leadership skills
Training Institute IV	Implementation of federal and state regulations regarding education of handicapped students

Participants have highly rated the value of training, and third-party evaluation procedures (both quantitative and qualitative) indicate that the project has been successful in accomplishment of goals.

Presentors will provide information on the project's process/procedures and evaluation results. Participants will be actively involved in simulations of selected training activities. A question and answer and sharing time will be built into the presentation time.

Carol Haug
Marycrest College
1607 West 12th Street
Davenport, IA 52804

On-site Graduate Education For Classroom Teachers In Iowa

ABSTRACT

Collaboration between a public agency (Grant Wood Area Education Agency) and a private institution (Marycrest College) has produced the Master of Arts in Education: Applied Studies Program. Offered within the seven-county Grant Wood Area of Iowa, this program provides currently-employed teachers the opportunity to pursue a master's degree at times most convenient to their teaching schedules and within their own geographic area. The currently depressed economic situation in Iowa coupled with rural teaching sites distant from graduate campuses threatened the future of graduate education for many of Iowa's classroom teachers. However, this innovative master's degree program promises to bring to the classroom teacher the opportunity to study at the graduate level and apply the knowledge and skills directly to the classroom situation.

Unique features of the Master of Arts in Education: Applied Studies Program include a system of mentoring by co-professionals, a required action-research field project, and experiential credit by portfolio assessment. Candidates currently in the program are each assigned to a content-area mentor. The candidate and mentor formulate a Plan of Study focusing on a specific area of concentration and culminating in an Inquiry-based Field Project to be implemented in the candidate's local instructional situation. Previous coursework and professional experiences may be included in the Plan of Study by a process of portfolio assessment.

Initial enrollment in the Master of Arts in Education: Applied Studies Program is most encouraging. Inquiry from other Area Education Agencies in Iowa indicates a state-wide need for the program. Expansion to other areas of the state will depend upon the ability of Marycrest College and Grant Wood Area Education Agency to provide the required support for this effort. Based upon current reaction, the Master of Arts in Education: Applied Studies Program is serving Iowa's classroom teachers in their effort to further quality education while meeting individual professional goals.

Bernard Yvon
Professor of Education
University of Maine
315 Shibles Hall
Orono, ME 04469

USING COHORT STRATEGY TO PREPARE TEACHERS IN PARTNERSHIP WITH RURAL SCHOOL SYSTEMS

ABSTRACT

In full partnership with regional school systems, the University of Maine has developed an innovative approach to undergraduate preparation of teachers.

Since 1981, the University of Maine's College of Education has been reconceptualizing, planning and pilot testing a new model for teacher preparation. The Planning Leadership Team (PLT), the membership of which reflects the importance placed upon collaboration with both practitioners in the rural schools and colleagues from the arts and sciences, developed an imaginative and potentially powerful pre-service teacher preparation program.

A major feature of the new program is the formation of professional preparation teams (PPTs) comprised of freshmen through seniors, permanently assigned to school systems in our region, and "mentored" by master teachers in those schools in concert with a teacher educator from the College.

The foundation of the PPT concept is collaboration between the University's College of Education and the school districts located in central Maine. The philosophy behind the collaborative dimension was one of working together with the public school teachers in the formulation of curricula, thus placing teachers in a proactive stance. This is radically different from the reactive posture typical of university-public school interaction. Faculty from both the College and the school districts strongly believe that joint partnership has led to joint ownership in program decision-making. Using the redesign plan as a guide, field experiences and pre-and post field experience seminars were planned on a collaborative basis within each of the PPTs.

The principal goals of the PPT program are to increase the rigor and raise the standards of teacher preparation. Along with these major goals, however, through the PPT activities, students are exposed to the day-to-day realities of professional life in rural schools.

It has been our experience over the past three years of implementation with this new program that it is not only the pre-service teacher who benefits greatly from this approach. The public schools themselves are recognizing the advantages which are accruing to their students and teachers as a result of having these cadres of aspiring teachers in their schools throughout their four years of preparation.

Pat Krchmar Lilley, M.S., CCC-SLP
Speech/Language Pathologist

Linda Askew
Training Coordinator/Early Childhood
Consultant

Project AIM
3501 Campus Blvd NE
Albuquerque, New Mexico 87106
(505) 836-3386

Key Considerations in Inservice Training: A Focus on Rural Areas

This presentation is specifically designed for trainers who target rural areas. The presentors' expertise in this area stems from their extensive experience in providing a wide variety of training and technical assistance to rural and urban areas in New Mexico under the Handicapped Children's Early Education Project funded model demonstration and outreach activities from 1978 to present.

Project AIM trainers have learned that rural sites vary in the availability of professional staff and levels of expertise. Therefore, trainers must be able to individualize training activities which are appropriate to program needs, professionals' and paraprofessionals' level of expertise and local resource. Additionally, recognition of cultural, language difference and adult learning styles must be taken into account to ensure successful training. The following outline of the major presentation components describes the framework developed by Project AIM to design creative training activities individualized to the target audiences.

I. Introduction/Overview of Project AIM

II. Considerations in Adult Education

A. Adult education philosophy

1. Liberal philosophy
2. Progressive philosophy
3. Behavioral philosophy
4. Humanistic philosophy

B. Learning/Cognitive Styles

1. Cognitive factors
2. Processing characteristics
3. Affective factors
4. Preferred learning styles

C. Non-Cognitive Factors

1. Physiological
2. Cultural issues
3. Language issues

D. Group Process and Adult Learning

1. Predictable stages in establishing group process
2. Task behaviors
3. Maintenance behaviors

E. Implication for the Development of Training Activities

III. Individualizing Inservices and Training Activities

A. Evaluating the trainers expectations

1. Trainers needs
2. Multi-cultural/Multi-disciplinary considerations

B. Developing Needs Assessments

1. Methods of assessing needs
2. Developing a useful framework

C. Writing Workshop Objectives

1. Using the needs assessments
2. Evaluating expertise
3. Format for writing performance objectives

D. Developing an Agenda

E. Selecting Interest Elements/Opening and Closing

1. Hierarchy of retention
2. Verbal, visual, interactive interest elements

F. Evaluating the Training

1. Methods of evaluation
2. Effective use of evaluations

Liberal Philosophy

An educator with a liberal philosophy attempts to lead people from information to knowledge to wisdom by stressing intellectual and moral education, spiritual knowledge, and aesthetics. Principles of behavior modification are viewed with suspicion; philosophy, religion, and the humanities are valued over the sciences. The teacher has a prominent role in the educational process and encourages the use of the lecture method and dialectic to gain knowledge and discover universal truths.

Progressive Philosophy

An educator with a progressive philosophy tends to emphasize vocational and utilitarian training, learning by experience, and problem-solving methods. The focus is on the personal needs, interests, and experiences of the learner. The needs assessment concept was a logical outgrowth of this philosophy. Although the progressive movement had a powerful influence on education and seemed to be very appropriate to adult learners, few adult educators adhere to this philosophy.

Behavioral Philosophy

An educator with a behavioral philosophy expects the learner to be very active and to assume the responsibility for learning. The teacher designs an environment which elicits desired behaviors. Accountability, especially as it relates to measuring changes in behavior, is imperative. Competency-based education, which is very effective in the education of adults, was a natural outgrowth of this philosophy. Programmed instruction, computer-assisted instruction, and contract learning are other teaching methods which grew out of this philosophy.

Humanistic Philosophy

The goal of a humanistic educator is "the development of self-actualizing individuals" (Elias and Merriam, 1980) and the development of the whole person with particular emphasis on the emotional and affective aspects of the personality. A humanistic educator believes that people have a natural tendency to learn and that learning will take place if a nourishing and encouraging environment is provided. The learner identifies his or her own needs, with assistance from the instructor if needed, and the teacher helps the student meet those needs. Motivation is held to be intrinsic, and evidence that learning has taken place is determined through self-evaluation. This philosophy has had a significant influence on education since the 1950s and is believed to hold considerable promise for adult education.

from: Adult Education, Theory and Practice by Reiko Sakata, TADS 1984
Elias, J. & Merriam, S.(1980). Philosophical Foundations of Adult Education. New York: Kreiger.

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HIERARCHY OF RETENTION

METHOD	RETENTION
Read - articles - books	10%
Hear - lecture	20%
See - watching still pictures	30%
Hear & See - movie - exhibit - demonstration	50%
Say or Write - essay - group discussion	70%
Do - stimulated exercise - role play - practicum - on-the-job-training	90%

from: Wiman & Meierhenry, Educational Media, 1969

3501 Campus Blvd. NE / Albuquerque, New Mexico 87106 / 505 / 266-8811

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HELPING OTHERS WITH THEIR TEACHING
summarized from Lilian G. Katz, More Talks With Teachers, (1984)

Principles For The Selection Of Focus:

"All of us who teach, at whatever level, have to face the fact that we cannot offer our learners all the possible advice, suggestions, commentary, or information that might be helpful to them. When we work with people in any situation, we constantly make choices concerning the nature of the interactions we have. Like all teaching, the work involved in helping others with their teaching is embedded in relationships. It is useful to assume that relationships have to have content and that people cannot just "relate" without some content that is mutual or shared. In the case of professional relationships, the content is about something outside of the two or more individuals in the relationship."

The following principles outlined are intended as overall guides or or decision making rules for inservice educators to help select responses to the inservice teaching situation.

1. Focus on the Teacher's Understandings of the situation
2. Focus on Stengthening Worthwhile Dispositions
3. Focus on Building Long-termRelationships
4. Focus on Competencies Already Acquired
5. Focus on Providing Moderate Amounts of Inspiration

General Techniques For Working With Teachers:

The following techniques briefly describe how the inservice educator can further the goals implied by the principles above.

1. Maintain an Optimum Distance
2. Cultivate the Habit of Suspending Judgement
3. Phrase Suggestions in Experimental Form
4. Avoid the Temptation to Stop Pattern Behavior
5. Help the Teacher Make the Job Achievable
6. Serve as a Neutralizer of Conflicts
7. Use Demonstration Skills Carefully
8. Share Your Understanding of How a Teacher Sees You
9. Resist the Temptation to "Use" Teachers

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SAMPLE TRAINING ACTIVITIES

Audiovisual ("How to" procedures)
Brainstorming
Behavior modeling
Case study
Computer assisted instruction
Debate
Demonstation and practice
Discussion
Goal setting
Goal identification
Individualized instruction
Job-specific training materials
Lecture
Participant presentation
Problem solving
Reading assignments
Role play
Testing/feedback

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PROPOSAL NO. 4

NON-TRADITIONAL ADULT LEARNING PROGRAM AND ACTIVITIES IN THE PHILIPPINE SETTING

Part I- Intensified Literacy Education Program In The Philippines

This is an over-view of the Non-Formal Education in the Philippines.

Part II- Non-Formal Education Activities In Science and Mathematics

This is a Non-Formal education activity with focus in Science and Mathematics.

Presentor:

SOLEDAD L. UY-BARRETA, PhD.
Asst. Schools Division Superintendent
Concurrently In-Charge of
Non-Formal Education
Ministry of Education, Culture
and Sports
Sorsogon, Philippines

NON-TRADITIONAL ADULT LEARNING PROGRAM AND ACTIVITIES IN THE PHILIPPINE SETTING

Non-formal science education is undertaken independently of but in coordination with the formal school system.

The Science Promotion Institute (SPI), one of the agencies of the National and Technology Authority (NSTA) is mandated to undertake program geared to the promotion of the public understanding of science and technology. Through various strategies, SPI pursue its science promotional program. Because the strategies used are directed to educate the citizenry i.e. to promote awareness, interest and understanding of science and technology; the program falls under the categorization of non-formal science and technology.

The strategies used by the SPI include the science club movement and the multi-media. The science club movement focus on-out-of school activities on science and technology for the youth, both in school and out of school. The activities pursued them the science club movement includes the science fairs, science quizzes, science camps, and all other activities pursued to vitalize the movement.

Through multi-media, SPI pursues on vigorous to promote the science and technology programs of the NSTA. The channels used include print media for the various types of publications; the broadcast media for the radio and television and video programs, posters, billboards and other forms of low cost visuals.

Other NSTA institutes through demonstrations and workshops on the transfer of matured technologies from their laboratories likewise engage in educating the general public. Through a network of centers geared to product specialization, the technology transfer program of NSTA facilitate the popularization of the technologies as well as lead to its commercialization.

The Ministry of Education, Culture and Sports, through its Bureau of Continuing Education (BCE) formerly the Bureau of Non-Formal Education, undertakes non-formal education activities with the out-of-school youth as one of their target clientele. The BCE-NFE offers courses like culinary arts, home nursing, gardening, poultry, livestock raising, home management etc. with emphasis on science concepts. Self instructional modules and mathematics are developed at the BCE. These modules are of NFE continuing learning delivery system and are intended to help the school-leavers who desire to continue their studies but feel too old or occupied during school

hours to study by themselves during their available time.

The Ministry of Education, Culture and Sports through the public and private schools at all levels under its direct supervision and control provided the setting of all science club activities. Inasmuch as the students and science club advisers are the participants in all the activities of the science club movement; interaction between the learning which takes place in the out of school activities and that of the classroom is assured.

Furthermore, classroom teachers use various strategies to enhance science learning among their students through the resources available in the community such as the botanical gardens, zoos, museums, planetarium, arboratum, diorama, science centers in schools, exhibit halls, computer centers, etc. The variety of learning experiences which can be provided through non-formal education programs is limited only by the creativeness and ingenuity of the classroom teachers and school Administrators.

The Institute for Science and Mathematics Education Development of the University of the Philippines is another agency undertaking non-formal education programs through the development of teaching modules on the application of science concepts in the daily life activities and some livelihood projects. Some of the modules developed are: Less Air Pollution in Charcoal Making; Fish Conservation and Preservation; Money from Rabbits; Nata de Arroz (a delicacy); Water, Water Everywhere and Go, Glow with Vegetables.

SOLEDAD L. UY-BARRETA, Ph.D.
Asst. Sch. Div. Superintendent
Ministry of Education, Culture
and Sports
Sorsogon, Philippines

INTENSIFIED LITERACY EDUCATION PROGRAM IN THE PHILIPPINES

The importance of literacy education was stressed by the Minister of Education, Culture and Sports when he stated in a speech before schools superintendents on May 25, 1984 that in continuing education more concern should be given to the promotion of functional literacy. Minister Jaime C. Laya stressed further, in a note to the Bureau of Continuing Education (BCE), that more attention should be given to the sector of the country's population that has had no formal schooling, particularly the illiterates.

The Literacy Situation

Studies on the literacy situation using the latest figures show that our educational system should be more concerned with the out-of-school population. This group consists of:

1. Unenrolled citizens 6 to 14 years old, numbering 2.3 million or 20.68 percent of the country's population of this age group. They are composed of those who have not enrolled in Grade I; those who left school in Grade I, II, III, IV or V; and those who finished the elementary school course but did not enrol in high school.

2. Those 15 to 24 years old, numbering 1.27 million or 12.81 percent of the country's population of this age group. They are composed of those who have not been to school at all; those who left school at any year level in the high school; and those who have had some schooling but who have reverted to illiteracy.

Of the present population of the Philippines, those in the age group 55 to 54 years old total 24,028,291, of whom 3,077,783 are illiterate. In this group are housewives, young mothers, unemployed adults, laborers, etc. This wide spectrum of out-of-school youth and adults, including illiterates and semi-illiterates varying in age, experience, previous learning, social circumstances and values, and the school leavers who are in danger of reverting to illiteracy, are the targets of the intensified functional literacy education program.

The Objectives

The Bureau of Continuing Education takes care of all those people left out of the formal system of education and continues to cater to their learning needs. Its intensified literacy education program aims:

1. To increase the participation of the clientele in the literacy program
2. To bring back as many school leavers or dropouts as possible into the mainstream of the educational system.
3. To bring quality education to those who are participating in the literacy program.
4. To search for the most effective method of delivering literacy education to a greater number of clientele at the least cost.

The Resources

The educational system of the country has always sought to provide education and training for the illiterates and the unemployed. Under the former Division of Adult and Community Education, then the defunct Office of Non-formal Education, and now the Bureau of Continuing Education, teachers have been trained and literacy materials have been produced for these groups. Other government and non-government agencies and organizations have been and are actively promoting literacy. Educational Innovation and Technology (INNOTECH), as Southeast Asian Ministers of Education Organization (SEAMEC)-based center, has produced a package of IMPACT(for Instruction Managed by Parents, Community and Teachers') technology materials which may be utilized in the literacy program.

Prevailing Attitudes/Values

Illiterates do not want to be identified as such; hence, they shy away from literacy classes. Many of those who should be in literacy classes would rather earn a living than sit through literacy sessions. Literacy classes appeal to illiterates only when made appropriate to their values and priorities.

S t r a t e g y

The total environment, the resources available, and the values and attitudes of the expected clientele were considered in the formulation of this program. To avoid duplication of efforts and unnecessary expenses, one program with literacy as the core was evolved. Instead of isolated projects, the Integrated Continuing Education Program puts together all the different projects under the umbrella of functional literacy.

Projects/Activities

The projects and activities of the Bureau of Continuing Education which are being stressed are the following:

A. Tayo'y Magbasa (Functional Literacy)

The Tayo'y Magbasa project puts together several projects designed to produce a citizenry, particularly the illiterates, semi-illiterates, neo-literates, out-of-school youth and adults, that could read and be able to understand each other and work in unity for national development.

It involves the following projects:

1. Inventory of literacy materials

This is a survey of the literacy materials developed not only by MECS but also by non-governmental sectors. The result will be a catalog which includes a brief description of the content and the appropriate users. A copy of each material will be deposited in the MECS library.

2. Production and adaptation of literacy materials for different levels of literacy.

From the inventoried materials, a team will analyze the content of literacy materials and choose the teaching methods that should be adopted at different levels. The selected materials will be reproduced for the present literacy users.

3. Training of implementors in andragogy

This project aims to develop in each region a group of able NFE coordinators and supervisors who are trained in helping adults learn. They will train other NFE supervisors in all districts in their region using materials produced in Project 2.

4. Intensive literacy campaign

The various regions will be encouraged to intensify their participation in the five-year intensive drive through non-formal education started in 1981.

5. Organization of reading centers

A reading center will be set up in each district, and it will be equipped with literacy materials produced in Project 2 and manned by trained personnel.

6. Establishment of a more systematic evaluation and monitoring system.

Based in the central office of MECS, a systematic evaluation and monitoring system will monitor literacy classes and evaluate them to determine the number of enrollees, the number of graduates, the drop-out syndrome, and to modify plans or practices to reduce costs. It will also encourage interrelationship among the projects within this program package and with projects in other packages.

B. Tayo'y Kumita (Livelihood/Vocational/Technical Skills Development

1. Assessment of needs, problems, resources

The needs, problems and resources of each school district will be assessed under the leadership of the district supervisor. The type of skills needed either for labor export or for producing exportable goods will be identified. The result will be a needs and resource survey with recommendations for possible projects. A prototype survey instrument may be developed, with each district encouraged to form a team to draft its own instrument patterned after the model. A feasibility study for a project may be an outcome.

2. Survey of market for products and services

A survey of markets maybe made at the regional, national and international levels. The surveys at the regional and national levels may be conducted by local coordinators. The Bureau of Continuing Education or a commissioned agency will look into demands for exportable goods and services. Closer ties with the Ministry of Labor and the Ministry of Trade and Industry will be established.

3. Training of non-formal education implementors in livelihood/ vocational/technical skills development

This project will be planned and carried out with the cooperation of reputable schools of arts and trades (SAT) and other institutions that impart livelihood or vocational and technical skills. Since this is of a higher level, it would include training in community organization techniques, as in DELSILIFE (Development of a Learning System for the Improvement of Live), and in the management and coordination of institutions with training capabilities.

4. Intensive clientele training in livelihood skills

The nature of the project demands that it be situated in a SAT where skills needed for income-generating projects are taught by skilled instructors.

5. Self-reliant home movement through nonformal education

Through the network of nonformal education personnel, a six of personnel of MECS and invited participants from the Ministry of Health, Ministry of Social Services and Development, Ministry of Local Government, Ministry of Human Settlements and other entities involved in community development is being trained in the seven technologies that make for a self-reliant home. Training is conducted for NFE implementors. A unique feature of the program is the inclusion of barangay leaders among the participants.

6. Establishment linkages for resources sharing, clientele placement, and quality control of projects and services.

This project commences with a survey of institutions, both governmental, with functions related to those of nonformal education. A workshop will identify resources, the clientele served, and possible linkages for resource sharing. These agencies will be represented in a workshop. Finally, a model will be derived to guide the institutions in their operations pertinent to resource sharing.

Values and attitudes development will be integrated in the two program packages. Attention will be given to the training of non-formal education implementors in values/attitudes development, the integration of values/attitudes in other learning programs of nonformal education, and intensive values/attitudes development through different media.

C. Special Projects

1. Literacy education through the mass media

Practical lessons in literacy education through the mass media will be given this project, with help from the Association of Commentator and Announcers of the Philippines (ACAP).

2. Literacy development competition

Competitions may be conducted on the provincial, regional and national levels on the impact of the literacy development programs, such as the number of illiterates made literate, the number of reading and writing clubs organized, the number of literacy materials developed, and other evidences of progress attained.

3. Project Magbasa Kita

This is a special literacy project based in Sulu with an innovative method of teaching reading. Magbasa Kita has been tried out, tested and found effective for Muslim Groups.

4. Continuing learning delivery system (CLDS)

This project will encourage dropouts from secondary schools to continue their education through modules and bring them back to the formal stream after taking the placement test to determine their levels.

5. DELSILIFE (Development of a Learning System for the Improvement of Life)

This project is an educational intervention system developed by INNOTECH to improve the quality of life of the rural poor through self-reliance.

6. Basic education for elementary school dropouts

Like the CLDS, this project will provide educational opportunities to elementary school dropouts and those who have not reenrolled so that they could be returned to the formal education stream. The project starts with a survey of similar on-going projects and then goes on to design instructional materials that would be appropriate for dropouts.

7. Nonformal education for higher education institutions

The active involvement of colleges and universities in nonformal education will be given due concern. These institutions will be encouraged to intensify their projects and activities under their extension services.

Each project will be monitored and evaluated quantitatively. Better techniques for assessing the impact on the families and the communities will be developed to reduce the cost of each project.

The Bureau of Continuing Education (BCE) is a new bureau that has grown out of past efforts to provide nonformal education in seven program areas, namely, functional literacy, vocational/technical skills, civic-citizenship training, sports and physical fitness development, socio-cultural development, mass media, and leadership training.

These seven program areas were identified in 1977 in answer to the prevailing needs of the time. Today, in response to changes in

economic and social conditions, a refocusing of these programs has been made. Continuing education is now concentrated on programs in functional literacy and livelihood skills development. The development of the proper attitudes and values has also been integrated into the two programs, their projects and activities. This integration scheme is expected to result in a comprehensive whole with functional literacy as its core.

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SOLEDAD L. UY-BARRETA, Ph. D.
Asst. Sch. Div. Superintendent
Ministry of Education, Culture
and Sports
Sorsogon, Philippines

NON-FORMAL EDUCATION ACTIVITIES IN SCIENCE AND MATHEMATICS

I. Introduction

Non-formal education aims to develop the total personality of an individual. In this regard, the NFE program under the Bureau of Continuing Education (BCE), Ministry of Education, Culture and Sports exposes its target clientele-the children, youth and adults who may be literate, semi-literate, or illiterate to a wide range of opportunities for learning. It provides them with the avenues towards becoming educated, self-reliant, self-sufficient, and responsible members of society.

The seven program areas of the BCE, namely (1) functional literacy; (2) vocational/technical skills training; (3) civic citizenship education; (4) socio-cultural development; (5) leadership training; and (6) mass media education are designed to cater to specific needs of its clientele. These are facilitated through the services of well trained and skillful NFE personnel: the Regional NFE Supervisors, the assistant superintendent, the division NFE supervisor, and the district NFE coordinator with the cooperation of the other agencies, government or private. Under these program areas, various NFE activities are organized, including those activities utilizing science and mathematics concept and principles.

This paper deliberates on the status of science and mathematics activities among the out-of-school youths, the unemployed adults and the illiterate adults in the urban and rural communities in the Philippines. Furthermore, this paper also presents suggestions on how to develop an ideal science and mathematics program in non-formal education.

Being members of social institutions, the out-of-school youths, the unemployed adults, and the illiterate adults have certain roles to play and their roles require them to possess knowledge and skills for efficient and effective performance. It is assumed that the knowledge and skills in science and mathematics gained through NFE activities will make them better members of their families and other institutions in their respective communities.

The youth and adults who have enjoyed the benefits of formal schooling do not have the monopoly of efficient and effective service to the country. The out-of-school youths, and the unemployed adults, and the illiterate adults must have a share of it, too, in this period in our country's search for technological advancement.

According to the writings of our national hero Dr. Jose Rizal and other Filipino leaders.

> "An adequate non-formal education program therefore should provide the members of the population it covers a capacity to creatively respond with the responsibility to themselves, to others and to their community in the life situations that challenge the human potentials for participation in goodwill and faith to those activities that enrich life and contributes to lifelong continuing education."

The present NFE program conforms to this "ideal" non-formal education program as perceived by our educational leaders. Surely it offer the youths and adults whom it serves with activities that enrich their lives and contribute to their lifelong education. Activities that give them practical explanations on the why and how of things and processes around them, such as those that relate to health, nutrition, population, plant and animal life, and agricultural practices open their eyes to the realities of living, thereby giving more meaning to what they are doing. On the other hand, activities that acquaint them with common mathematics problems related to market deals, prices of prime commodities, cost of materials, cost of farm products, household purchases, and other family transactions which involve computations and measurements make them functionally literate.

NFE activities involving science and mathematics concepts and principles can help produce functionally literate persons, those who not only know how to read and write their names but also how to perform other activities of value in their everyday living. With this assurance, the NFE program will continously integrate science in its activities.

II. State of the Art

Data from several sources such as (1) quarterly reports of regional directors: (2) reports on seminars, workshops, conferences, and other training activities; (3) reports of monitoring and evaluation terms; (4) reports of heads of school, colleges and universities; and (5) reports on special NFE projects reveal the status of the integration of science and mathematics concept into NFE activities/courses. Observations made during spot visits to the different school divisions and the results of the discussions with concerned officials and community leaders on the other hand give information on how these concepts are disseminated to and imbided by the NFE clientele.

The following is a list of NFE courses offerings with science concepts:

A. Cooking/Culinary Arts

1. Selecting, buying, preparing and serving food for the family.
2. Preserving foods
3. Maintaining vitamins on food when cooking.

B. Home Nursing

1. Taking body temperature
2. Taking care of the baby and the sick
3. Bathing the baby and the sick
4. Applying first aid
5. Determining the proper diet of the baby and the sick.

C. Gardening

1. Choosing the garden site
2. Preparing the garden site
3. Selecting soil and seeds
4. Using fertilizer and insecticide properly
5. Plant Propagation
6. Using garden tools properly

D. Poultry Raising

1. Choosing the breed or stock
2. Selecting the poultry site
3. Selecting, buying, and preparing feeds
4. Controlling poultry diseases

E. Livestock Raising

1. Choosing the breed or stock
2. Selecting the site to house the animals
3. Selecting, buying, and preparing feeds
4. Controlling livestock diseases

F. Homes Management

1. Controlling household pests like insects and rodents
2. Managing a good system of garbage disposal, water supply and drainage.
3. Manning a good food storage
4. Observing food sanitation

5. Maintaining orderliness of tools and implements at home
6. Caring, repairing, maintaining different household tools and implements and machines
7. Conserving energy at home
8. Conserving health and safety measures at home
9. Maintaining a wholesome atmosphere at home

G. Sports and Physical Fitness

1. Participating in sports and physical fitness events
2. Keeping oneself fit physically, mentally, emotionally, and socially.

H. Basic Electricity

1. Exploring the usefulness of electricity
2. Identifying the three main parts of flashlight battery; the carbon rod, metal case and paste
3. Identifying the parts of a jeepney battery corresponding to the three basic parts of a flashlight battery.
4. Demonstrating how the battery works
5. Identifying the main parts of a simple generator
6. Identifying the part of an electric generator corresponding to the main parts of a simple generator
7. Explaining how a generator works
8. Making models of a flashlights battery, jeepney battery simple generator, and an electric generator
9. Caring, repairing, and maintaining of electrical appliances or gadgets

I. Automechanics

1. Identifying, using, and caring of tools and equipment
2. Identifying the parts of a vehicle
3. Demonstrating how to dismantle and assemble the parts of a vehicle
4. Diagnosing parts of a vehicle
5. Replacing worn-out parts
6. Repairing damaged portions of vehicle
7. Maintaining the good running condition of a vehicle.

J. Other Technical Courses like electronics, refrigeration, machine shop operation, welding, plumbing, sheet metalcraft, air conditioning, etc.

The following are NFE course offering/activities with mathematics concepts:

A. Dressmaking and Tailoring

1. Taking body measurements
2. Making patterns

B. Cooking/Culinary Arts

1. Using standard measurements of ingredients
2. Making purchases

C. Home Management

1. Budgeting
2. Making Credits
3. Saving on Funds

D. Graphic Arts

1. Making different kinds of graphic
2. Plotting points on graphs
3. Making illustration with the help of graphs

E. Gardening

1. Measuring the garden plots
2. Mixing fertilizers and pesticides
3. Finding/using ratio and proportion in fertilizer and pesticide application
4. Recording pertinent information such as (a) number of days from date of planting to flowering stage, from flowering to maturity, and from boating stage to flowering (b) height of plants on specified days (c) yield (d) pests and diseases (e) number of tillers

F. Carpentry

1. Designing furniture
2. Designing houses
3. Designing interior of a house
4. Construction buildings
5. Making woodcraft
6. Computing expenses on building materials and labor
7. Making purchases

G. Poultry and Livestock Raising

1. Preparing the budget for the project
2. Making purchases
3. Using ratio and proportion in mixing foods and pesticides
4. Recording pertinent information such as :

    1. number of days
    2. height and weight of poultry and livestock
    3. amount of feeds given
    4. births and deaths
    5. pests and diseases

H. Basic Electricity

1. Determining the amount of electricity used for a given period of time based on the readings of an electric meter
2. Solving problems concerning the measurement of electricity

I. Automechanics

1. Determining the sizes of all parts of a vehicle like the following: bore, piston, ring, connecting rod, bearing, and camshaft bushing
2. Adjusting value, clutch, steering wheel, and brake shoe

J. Other Technical courses like electronics, refrigeration, air conditioning, welding, plumbing, sheet metalcraft, etc.

Meanwhile science and mathematics are offered as separate courses in the NFE continuing learning delivery system. For the benefit of the school-leavers who desires to continue their studies but feel too old to return to the grade level they left or cannot attend the formal school system because they are not employed or occupied during school hours, several sets of modules in different subjects are produced. These modules are intended to help the learners to study by themselves and in their own time. Among these modules are those for science and mathematics.

A. Science

1. The Science Process
2. Identifying and Measuring Forces
3. Different kinds of Forces
4. Work, as Science Sees it?
5. Machines, and the Work of Energy
6. Forms and Sources of Energy
7. Transfer and Conversion of Energy

8. Heat, A Useful Source of Energy
9. Energy Transfer and Conversion in the Environment
10. Common Properties of Matter: Mass, Volume and Density

B. Mathematics

1. Whole Numbers
2. Operations of Whole Numbers
3. Diversibility
4. Finding the Missing Number
5. Integers
6. Operations with Integers
7. Rational Numbers in Fraction Form
8. Addition and Subtraction of Fraction
9. Addition and Subtraction of Mixed Numbers
10. Decimal Numbers
11. Ratio and Proportion
12. Percents
13. Reading Graphs
14. Measurements

The modules for Practical Arts show how science and mathematics concepts are integrating in vocational/technical courses. These modules are:

A. Woodworking modules

1. Project Planning
2. Making a Laundry Stool
3. Making a Serving Tray

B. Electricity

1. Replacing a Broken Switch
2. Parallel Circuit
3. Series Circuit
4. Replacing a burned out fuse

C. Metal Work

1. Pattern Development
2. Making a Scoop
3. Making a Garden Trowel
4. Cutting Sheet Metal

D. Automechanics

1. Servicing a Water Pump
2. Servicing a Thermostat
3. Adjusting A fan Felt
4. Servicing a Fuel Pump
5. Minor Carburator Adjustments

E. Drafting and Arts

1. Lettering
2. Drawing
3. Sketching

These modules and those for the other subject areas are based on the Secondary Education Curriculum. They are given to a student applicant to the CLDS program, after the District NFE coordinator who is assigned in the District Study Center, deems his/her capable of carrying on with studies by himself. For the whole first year course, the students pay a total of (₱120.00). A student can start and finish the course at his time and pace and with the help of his tutors.

After each lesson in the module, the student takes a self-administered test to find out how much he has earned or if he progress is also assessed by the District NFE coordinator from time to time and at the end of the course. A student who finished all the courses and passes the required examinations for the first year level can go on with the second year level courses.

Reports on student's progress and other reports are sent by the District NFE Coordinator to the Division NFE supervisor who shall transmit them to the Division Superintendent, who in turn hands them over the Regional Director who finally forwards them to the BCE-MECS.

Initially there was only one CLDS Pilot Center in each region. At present, more learning centers are being organized in consonance with a MECS memorandum issued early this year.

During the 10-day National Pilot Training Workshop on Continuing Education which was held in December last year, the different tutors from the learning centers prepared t[illegible] the modules for the second year level will also be developed soon. As regards the feedback on the use of the modules, it is expected that they will be received with merit by their users. Because it has not been long since they are distributed, this expectation still has yet to be seen.

III. Towards an Ideal Science and Mathematics Program in NFE

An ideal science and mathematics program in non-formal education can be achieved through certain undertakings such as (1) conducting a survey of needs related to science and mathematics; (2) development of values related to science and mathematics; (3) securing adequate resources for the science and mathematics program; and (4) planning.

The survey can be done on the national or regional level by teams composed of representatives for the BCE-MECS and selected NFE field personnel. Questionnaires and check-lists will be distributed to and accomplished by respondents selected at random from different NFE centers and communities with NFE projects. Respondents will be classified as out-of-school youth, unemployed adult, illiterate adult, NFE personnel, and community leaders.

The survey will assess the needs of respective respondents for science and mathematics activities, as well as their interest in said subject areas. The survey results will be used as basis for the development of instructional materials in vocational/technical courses, scripts for the Lingap ng Pangulo sa Barangay School-on-the Air Program which promotes NFE through periodic radio broadcasts, and modules for the NFE-CLDS program.

For the development of values related to science and mathematics, a series of open forums, symposia, panel discussions, seminar-workshops, or a small group discussions can be held on the national, regional, divisions, and district levels with the participation of science and mathematics educators and representatives of other agencies working closely with BCE, like the Ministry of Health, Ministry of Agriculture, Ministry of Social Services and Development, and Ministry of Local Governments. Modules and other forms of learning materials on values related to science and mathematics can also be developed and disseminated to the NFE target clientele.

As in other projects and programs, the problem on resources is a major concern in creating an ideal science and mathematics program in NFE. Adequate funding will secure the success of every endeavor for this purpose; for the development of instructional materials, holding of in-service trainings, mass media development, and offering of courses geared at manpower development. Of prime importance, too, is the training of NFE tutors who will facilitate the use of modules, manuals, and other materials with science and mathematics concepts. They will be the instruments in promoting the NFE activities in science and mathematics.

Lastly, it is very important that an action plan for an ideal science and mathematics program in non-formal education be formulated in line with the development goals of the government. This plan will include provisions for science and mathematics education and training for the NFE activities and materials in science and mathematics, the improvement of linkages with science and mathematics organizations and other related agencies, the financing of the program, and an efficient management information systems on science and mathematics in non-formal education.

IV. Recommendations

These are the inputs we can give you at the moment in relations to non-formal education activities in science and mathematics. We are hoping that we can do all necessary undertakings for the development of an ideal science and mathematics program in non-formal education discussed above. In this regard, we make the following recommendations:

1. The MECS administration will sustain its continuing support to the non-formal education program especially on the following:

   a. Funding - facilitate and equipment, in service trainings, curriculum/media development travels, special projects, etc.

   b. Staff development - education/training of CLDS tutors and NFE coordinators on curriculum development, distance and open learning systems, and vocational technical skills with emphasis on science and mathematics.

   c. Moral support to the staff in all their undertakings.

2. The Bureau of Continuing Education of the MECS will strengthen its linkages with science and mathematics organizations here and abroad in order to upgrade and update the science and mathematics concepts and skills being taught to NFE clientele.

3. The BCE will involve the NFE field personnel in the following activities:

a. survey of needs related to science and mathematics;

b. curriculum development for science and mathematics; and

c. preparation of regional action plans for an ideal science and mathematics programs in non-formal education.

4. This non-formal education activities in science and mathematics can be implemented in any school and in a country.

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HOME-BOUND SCHOOLS: AN ALTERNATIVE FOR RURAL AREAS

by

Rogers McAvoy, Ph.D.

West Virginia University

With Contributions

by

The DiVello Family

This paper was prepared for presentation at the Annual Conference of the National Rural and Small Schools Consortium, Western Washington University, Bellingham, Washington, October 7, 1986

HOME-BOUND SCHOOLS: AN ALTERNATIVE FOR RURAL AREAS

Appalachia is a geographical region stretching north and south from central New York to northern Alabama. The region is bound on the east by the Allegheny Mountain ranges and on the west by the labyrinthine roughs of the Ohio Valley. A part of ten states are contained within this geographical region, but only West Virginia, as a state, is completely enclosed within the boundaries of Appalachia. It is this location within Appalachia that provides West Virginia its unique and individual character. The mountainous terrains that traverse the region are not known for their height or majestic peaks as are the Rocky Mountains of the West, but, rather, the region is characterized by a multiplicity of steep and rugged mountain ranges with an equal number of deep and narrow valleys. The highest point in West Virginia, Spruce Knob, reaches only 5,280 feet above sea level, but within this same area there are forty-six such peaks with some 288 mountain ranges reaching nearly the same height.

These rugged mountain ranges, which for years were a formidable barrier to westward expansion, offered the Scotch-Irish, Scotch, German, Swiss, English, and others who settled among them a sheltered haven within which they could develop or retain their peculiar patterns of life. This they did in isolation without pressure or influence from the larger national culture. The extent of this difference in lifestyle with that of the national culture, is expressed well by Theodore White in his book, The Making Of A President 1960. White who was reporting John F. Kennedy's primary campaign in Wisconsin followed him to West Virginia. Upon arriving

in West Virginia he reports that, "only 640 miles separate Madison, the capital of Wisconsin, from Charleston, the capital of West Virginia. Yet centuries of time and tradition, immeasurable gulfs of culture, separate these two states".

The early economy of the region was first agrarian, consisting largely of family-size farms scattered throughout the valleys and hillsides. This economy was later supplemented by the cutting and removal of timber from the mountains, and, then, the extraction of coal from under the ground. The small family farm and the extraction of natural resources remains the economic base of today.

The rugged mountainous terrain with an economy based on extraction of natural resources has multiplied the educational problems for West Virginians. These problems are closely related to difficulties of financing, constructing and maintaining an adequate transportation system throughout the state. In the absence of suitable transportation facilities, the solution has been to locate schools in remote and sparsely populated sections in order to make them accessible to those who live there. This solution has resulted in a proliferation of small schools located in remote areas that serve a small student enrollment. Citizens of these regions have been reluctant to give up their schools in favor of consolidation, not always because they wish to retain their community school, but more often because of the hazards and dangers, to say nothing of the time required, in transporting students to larger population centers. Today, Pickens High School, with a 1986 graduating class of three, remains in the southern end of Randolph County not only because the citizens of the area are opposed to giving it up, but because county school officials are not yet prepared to assume the responsibility nor liability of transporting children some

twenty-five miles over steep and narrow roads which are not safe for busses under the best weather conditions.

A study by the Appalachian Regional Commission, published in 1986, compares the relative progress of Appalachian counties with other counties of the nation. This study reports that Appalachia made unprecedented economic growth during the 1970s when compared with the nation on four factors - population, income, unemployment, and urbanization. However, the study also reports that Appalachia experienced a stronger downward trend with regard to three of these factors between 1980 and 1985 than was characteristic of the nation as a whole. The one index that did not show a downward trend for Appalachia was population. While the increase in population did not match that of the nation, it did continue an upward trend that started in the 1970s. This increased population, due to people entering the region, reversed the outmigration pattern established for the region in the 1940s. The significance of this report is to point out that while conditions of unemployment and per capita income for Appalachia took a severe downturn in 1980 compared with the nation, one-third of the counties of Appalachia had an above average population growth. The report does not attempt to account for this continued increase in population. One explanation, however, that does account for this continued growth is the influx of people from urban centers of the eastern seaboard who migrate to the region in search for a location whereby they can reaffirm life patterns and values no longer accepted or practiced in the national culture as a whole. These values relate to all aspects of their life including the family structure and organization, work dependency, food procurement and consumption, and health care delivery. What is apparent is that the inmigration of these people

to the Appalachian region is motivated, in part, by the experiences of the 1960s, the energy crisis of the 1970s, and a rejection of the emptiness and alienation of the conspicuous consumption lifestyle of the 1980s. These persons coming into the region have found that the isolation of Appalachia affords them an opportunity for a more self-sufficient lifestyle based on values difficult to maintain in the larger national culture. In the course of their re-location, they have also discovered that their newly chosen lifestyle can be enhanced with the proper use of appropriate and high-tech forms of technology now available to them. It is this combination of factors, aided by changes in the compulsory school attendance laws in 1983, that stimulated an interest in home-bound schools in the rural areas of West Virginia.

Beaver Run Academy

Kenny DiVello was born in Philadelphia of Italian parents in 1948. His wife, Penny, was also born in Philadelphia of Irish-Catholic parents in 1950. Both, Kenny and Penny, were reared and attended schools in the middle to upper-middle class suburbs of Philadelphia. After graduation from high school, Kenny attended three years of college, while Penny elected to travel through Europe. They were married in 1973.

The DiVellos reached adolescence during the mid-1960s. Like others who came-of-age during this time period, they were sensitive to, and aware of, the changes occurring in American society. It was not merely the Vietnam War that disenchanted them, but, more significantly, they were disturbed by the evident breakdown of basic patterns and structures of life within society. It may well be that

the 1960s will be recognized as more traumatic in the history of man than were the revolutionary ideas of Copernicus or those of the Reformation. In fact, the revolutionary period of the 1960s included both elements of the former two historical periods. Not only was man's stable position in the universe shaken by Einstein's thoughts on Relativity, but, too, was the individual's relationship with his society brought into question. Adolescents were more affected by these basic, but subtle changes, than were the adult participants of the society. At any rate, the DiVellos, like many others of their age group, began searching for whatever new directions or life patterns would ultimately evolve from the fractured society. They were not certain what these directions would be, but began their course by taking one small step at a time. They spent three years in the Lehigh Valley of Pennsylvania among the Pennsylvania Dutch farmers. Here they found a new way of life with the land and an opportunity to develop and refine the skills necessary for maintaining that lifestyle. In 1976, through contact with friends, they purchased a small farm in Mineral County, West Virginia. Mineral County is located at the northern section of the Eastern Panhandle of West Virginia. While sparsely populated, it lies at the foot of the Allegheny Mountains, but not in the more mountainous regions of central Appalachia. In 1977, with some knowledge of the kind of lifestyle they were seeking and how they proposed to interface with aspect of the more dominate culture, they moved onto their small farm. That year they were confronted with their first test of faith. Their first child, Sara, was soon to be born. Because they did not wish to submit to the strict requirements and regulations of institutionalized medicine, Sara was born at home with only an inexperienced nurse present to assist.

Annie, their second child was born in the hospital in Romney only because a Caesarian delivery became necessary. However, the experience with this birth further convinced them that they would prefer to remain outside of limits of institutionalized medicine, and, so, their next two children (Hanna and Kevin) were born at home despite warnings by the medical establishment to the contrary. The direction of the lifestyle the DiVellos were taking did not include a rejection of modern medicine. Rather, it requested an enlightened medical practice that would cooperate with them in the choices they made about the way in which their children were to be born. These personal decision, they did not want to relinquish to the medical profession.

The essence of the lifestyle the DiVellos were to accept and understand was one that preserved choice in the management of the events of their lives, their time, their efforts and their family matters. They were able to continue in this direction by not relinguishing these important decisions about their life to institutionalized and professionalized segments of the larger society. One of the major problems was solved when Kenny DiVello developed his trade skills in plumbing, electricity, carpentry, and mechanics. With these skills, he could then seek employment as needed by accepting small contractual jobs that left sufficient time to devote to home and farm.

When Sara reached school age, the DiVellos were once again confronted with a test to their maturing lifestyle. If she attended public schools, it would require transporting her two miles on dirt road before reaching the bus stop. From there, she would have an additional hour or more bus ride to school. As formidable as these obstacles were, however, they were not the determining factors in

their decision not to enrolling Sara in public schools. Consistent with their position, they preferred to rely on themselves for the management and arrangement of Sara's education. In so doing it was their belief that they could avoid some of the undesirable aspects of institutionalized education. In particular they disapproved of the authoritarian position of the teacher in regard to subject matter, the ever presence of peer influence, the competitive evaluation system, and the standardized socialization process that is intent on preparing the individual for acceptance in a structured society. Their intentions were to create a learning setting which would permit the individual to seek her own nature, structure her own knowledge, solve her own problems, and seek learning activities at appropriate times when self-motivated. As time for school attendance approached, they began to seek ways of accomplishing these aims.

Their first effort was to apply for exemption on the grounds of distance of residence from a school or school bus route. While they lived two miles from the school bus stop, the required distance by law, their application was rejected by county school officials. Their second effort, with recommendation of local school officals, was to apply as a school under Exemption K of the newly formulated school attendance laws. This they did by forming the Beaver Run Academy. Their application was accepted and acknowledged by the West Virginia State Department of Education. The regulations under Exemption K required only that the State Department be notified of intent to form a school, identification of its chief administrator, establishment of minimum instructional terms, prescribed health and safety regulations, notification of students enrolled, and annual standardized achievement testing.

The Curriculum

The major thrust of the curriculum at Beaver Run Academy is to make learning an integral part of the on-going life activities of the setting. The basic skills of reading, writing, and mathematics are incorporated into activities of cooking, sewing, canning, gardening, and equipment repair. Ever opportunity and occasion is used to teach basic skills without artificially separating them from the everyday activities of living. These learning activities are later expanded as each child seeks more information and acquires more skills to pursue her interests in greater depth. At this point the curriculum becames more formalized to permit extensive reading and writing activities. Formalized procedures are also introduced for drill in reading, writing, mathematics, spelling and grammar. During the past year, two innovative procedures were introduced at Beaver Run Academy. Both of these innovations expanded the curriculum offerings far beyond what was possible with more traditional procedures. These innovations included the installation of a satellite dish and the acquisition of a personal computer. The satellite dish unit permits reception of a large variety of educational programming in science, history, literature, geography, and other subject matter areas. Its potential for expanding the educational setting is without bounds. Likewise, the presence of a personalized computer offers not only educational programming for individualized drill, but, more significantly, it provides a system whereby the learner can interact with stored information, create her own information base, or make use of a word processor. These technological systems provide the potential for the dissemination of

information as nothing has since printing made books the major source of accumulated knowledge.

Measuring Student Progress

Exemption K of the compulsory attendance law requires each school to report student progress by use of standardized test results. Sara was administrated a standardized achievement test at the end of her first, second, and third year in attendance at Beaver Run Academy. Annie, her sister, was also administrated a standardized test at the end of her first year. The results of their performance for each year are presented in table form giving the performance area measured with corresponding percentile ranking based on national norms for their age groups.

Table 1

Results of Standardized Achievement Test for Grade 1 - Sara

Test or Section	NPCT	NSTN
Letter Sounds	81	7
Word Recognition Part I	48	5
Word Recognition Part II	73	6
Reading Comprehension	64	6
Reading Total	68	6
Language Part I	83	7
Language Part II	95	8
Total Language	94	8
Math Computation	80	7
Math Concepts and Application	93	8
Total Battery	82	7

At the end of Grade 1, Sara demonstrated high achievement consistently across all areas except Word Recognition Part I where

her scores drop into the average range. Particularly high were her verbal skills and application of math concepts.

Table 2

Results of Standardized Achievement Test for Grade 2 - Sara

Test or Section	NPCT	NSTN
Word Attack	73	6
Vocabulary	82	7
Reading Comprehension	73	6
Total Reading	78	7
Spelling	71	6
Language Mechanics	80	7
Language Expression	84	7
Total Language	85	7
Math Computation	80	7
Math Concepts and Application	67	6
Total Math	78	7
Total Battery	81	7

Sara's achievement at the end of Grade 2 continues to be above that of eighty percent of second graders nationally. Her over-all performance varied by only one percentile rank, again showing consistently high achievement across all subject areas measured. An analysis of sub-tests show high performance in all word attack skills, sentence structure and parts of speech, and in problem solving and measurement. Her lowest performance in math was in number sentences.

Table 3

Results of Standardized Achievement Test for Grade 3 - Sara

Test or Section	NPCT	NSTN
Verbal Reasoning	98	9
Nonverbal Reasoning	82	7
Reading Vocabulary	75	7
Reading Comprehension	94	9
Total Reading	94	9
Spelling	73	7
Language Mechanics	74	7
Language Expression	90	8
Total Language	90	8
Math Computation	79	7
Math Concepts and Application	85	7
Total Math	82	7
Total Basic Skills	94	9
Reference Skills	79	7
Science	97	9
Social Studies	95	9

An analysis of sub-tests show Sara's lowest performance to be missing words in context for vocabulary skills, with high achievement in measurement and number theory, and with high performance in the Science areas of Botany, Zoology, and Physics. The Social Studies sub-tests show high performance in Geography, Economics, and Sociology. The results also report her subject interests to be high in art, music, and reading. Only in math are her interests rated less than average.

Sara's subject matter achievement remains high over the three year period. It is difficult to find isolated areas of weakness in her achievement profile.

Annie, Sara younger sister, also completed achievement testing at the close of her first year of school attendance at Beaver Run

Academy. The results of her performance are presented in the table below.

Table 4

Results of Standardized Achievement Test for Grade 1 - Annie

Test or Section	NPCT	NSTN
Word Attack	64	6
Vocabulary	71	6
Reading Comprehension	42	5
Total Reading	53	5
Language Expression	54	5
Math Computation	79	7
Math Concepts and Application	99	9
Total Math	97	9

An analysis of sub-test in language show Annie scoring at the average range in passage details and character analysis, but high in areas of grammar and sentence structure. Her performance in mathematics is phenomenal. Results of sub-tests show she missed only one whole number problem, and none in numeration, problem solving or measurement.

In summary, these standardized test results for both girls show high achievement in basic skills and in areas of curriculum strengths. It is to be expected that with the introduction of computerized instruction further progress will be made in writing, expression, and computation. Furthermore, while these mesurements are limited to academic performance only, other observations of social and personal adjustment are equally as encouraging.

The Controversy

From 1983 through 1985, the number of home schools in rural West Virginia increased significantly. The increase in home schools during this period was due, in part, to legislation that permitted schools to be formed under Exemption K of the Compulsory Attendance Laws of the State. Exemption K, unlike Exemption B, required only that the new school inform the State Superintendent of intent to operate a school and submit to standardized testing procedures to show student progress. Under Exemption B, however, home schools require approval by the county board of education and are subject to the same requirements and regulations as other public schools. Generally, this has come to mean certified teachers and curriculum for all such home schools. In 1985 a new State Superintendent questioned the legality of forming home schools under Exemption K. In search of support for his opinion he requested a ruling by the Attorney General's office. The opinion prepared by that office upheld the ruling of the State Superintendent of Schools. In essence, the opinion stated that the formation of home schools were subject to regulations as prescribed by Exemption B, and that Exemption K applied only to private schools. However, this opinion has not yet resolved the legal question for home schools since most were formed as private schools under Exemption K.

While the legal question of what constitutes a private school, and whether home schools can continue to operate as such, remain a matter to be resolved either by the courts or further legislation, a separate question is raised by the issue. This question relates to the role and relationship of home schools to the educational network of the future. It is apparent at this point that the taditional

home-to-school relationship will be altered by future economic and technological developments. Already, economically and technologically, home schools are a viable alternative to centralized school systems in rural Appalachia. As the cost, in both time and money, of transporting students and maintaining large centralized school plants continues to increase, these options will be offset by lower cost and improved efficiency of piping information to decentralized locations where students are in residence. With the given state of technology today, location is irrelevant. Indeed, it may prove to be a costly mistake, and an inappropriate use of technology, to equip centralized school plants with small personal computers and other technological devices. Perhaps such devices better serve a decentralized approach. It may prove much more profitable in looking ahead to examine the issue of home vs school on the basis of what each setting can provide the individual learner. It is certain that this relationship must be re-examined and that the decisions arrived at be based on evidence of conditions which maximize cost benefits and efficiency of learning.

In the 1970s, B. F. Skinner and other psychologists and educational leaders, recognized many of the undesirable aspects inherent in the classroom setting that proved disruptive to efficient learning. They subsequently pointed out the benefits of individualized learning settings where conditions of the learning environment could be controlled and learners could maximize their responding. As an alternative to group instruction they devised such variations as programmed instruction and teaching machines. All of these devices ultimately proved inadequate. This inadequacy, however, was not due to recognized principles regarding the value of

individual learning, but, rather, to the inability of the technology to deliver instructional material efficiently. What has occurred since that time has been the development of communication technology with the capacity to correct former ills. Today, the combination of knowledge about learning, accompanied by capable delivery systems, provide unprecedented means for altering the structure of educational institutions. As these alterations occur, the role of the home and school need to be revised. This revision can be accomplished best by adopting a policy which permits home schools to realize their potential as educational settings. Similarly, this revision must include a re-definition of the responsibility of state and local school officials. It may well be that this new relationship becomes one whereby the major function of the educational establishment is to monitor or certify demonstrated competencies, rather than prescribing how these specified competencies are obtained. Such a revision would allow for multiple educational settings, the most satisfactory of which may be the home setting, particularly for children who, for what ever reason, do not reside near a population center or choose not to attend the public schools.

Correen Morrill, Professor of Education
Eastern Washington University
Cheney, Washington 99004

Judith Nicely-Leach, Asst. Prof. of Ed.
Eastern Washington University
Cheney, Washington 99004

Muriel Rogie Radebaugh, Asst. Prof. of Ed.
Eastern Washington University
Cheney, Washington 99004

William Shreeve, Professor of Education
Eastern Washington University
Cheney, Washington 99004

Sharon Colby, School Board Director
Liberty School District
North Pine Creek Road
Spangle, Washington 99031

In today's complex world, students are faced with an ever increasing number of choices, decisions and difficulties. The availability of controlled substances, the disruptions in family structure, and the changes in opportunities are just a few of the many stresses which young people face. At a time when young people are already struggling to achieve independence and maturity, the additional stresses tax their abilities to cope.

Counseling programs in the school systems feel the strain. As student problems continue to increase, the ability of the counselor to meet the needs of students becomes limited. Other methods of providing services need to be explored. This presentation is an exploration of one possible means of expanding counseling services: peer helper programs.

A peer helper program is developed to expand upon an natural empathy which peers feel for each other. Students are selected to provide specific services to other students. The students are usually given some training and then work under the supervision of the school counselor. Some programs involve direct services between the peer helper and other students while other programs use the helpers as referral sources or as a means of changing school climate.

The decision to implement peer helper programs is a complex one for the processes involve many people and may or may not be effective. To date evidence of effectiveness is inconclusive. Schools must consider possible risks, cost effectiveness, impact on other programs, appropriate supervision, and whether or not the program will actually help students. After careful consideration of the possibilities and consequences and a clear commitment to accomplishing the necessary work, the school may embark upon program implementation.

The program implementation involves selection of goals, orientation of staff, selection of peer helpers, peer helper training, access of helpers to other students, monitoring, and evaluation. Each of these steps has numerous possibilities and numerous pitfalls as well. A process such as a peer helper program is potent. With this powerful tool, one needs to be certain it it properly used and is actually beneficial. Every program, evan a good one, needs to provide evidence of its creditably.

Objectives of the presentation include: to consider the use of peer helper programs in rural schools, to present examples of the types of peer helper programs commonly found in rural schools, to discuss the concerns relating to peer helper programs, to consider possible alternatives for implementation of peer helper programs, and to consider problems involved in program evaluation.

HOW MAY PEERS HELP?

1. REFER STUDENTS WHO MAY NEED A COUNSELOR'S HELP
2. IMPROVE SCHOOL CLIMATE
3. HELP CONTROL RUMORS
4. MEET WITH STUDENTS WITH SIMILAR CONCERNS
5. SERVE AS COLEADERS
6. HELP OTHER STUDENTS FIND APPROPRIATE RESOURCES IN THE COMMUNITY
7. BE A GUIDE FOR NEW STUDENTS
8. PROVIDE SUPPORT FOR STUDENTS DURING DIFFICULT TIMES IN THEIR LIVES
9. ACT AS AIDES IN CAREER OR INFORMATION CENTERS
10. PROVIDE ACADEMIC ASSISTANCE FOR DISCOURAGED STUDENTS

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HOW MAY PEER HELPERS BE SELECTED?

1. SELF SELECTION--VOLUNTEERS
2. SELECTION BY OTHER STUDENTS
3. SELECTION BY COMMITTEE OF FAUCULTY, STUDENTS, COUNSELOR
4. SELECTION BY COUNSELOR
5. SELECTION BY DEMOGRAPHIC ANALYSIS
6. SELECTION BY SOCIOMETRIC PROCEDURES

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NOTE: REGARDLESS OF THE INITIAL SELECTION PROCESS A SCREENING PROCEDURE SHOULD ALSO BE USED TO ASSURE STUDENT COMMITMENT AND PERSONAL STABILITY.

HOW IS TRAINING DONE?

1. DURING REGULAR SESSIONS DURING SCHOOL DAY
2. RETREAT
3. BY THE SCHOOL COUNSELOR AND OTHER SCHOOL PERSONNEL
4. THROUGH CONTRACT SERVICES

* * * * * * * *

WHAT IS INVOLVED IN TRAINING?

1. COMMUNICATION SKILLS
2. SELF-AWARENESS
3. RESPONSIBILITIES AND LIMITATIONS
4. DANGER SIGNS
5. SCHOOL AND COMMUNITY RESOURCES
6. GROUP PROCESSES
7. ENCOURAGEMENT PROCESSES
8. CONFIDENTIALITY AND OTHER ETHICAL ISSUES
9. RECORD KEEPING
10. WHAT TO DO WHEN YOU ARE "OVER YOUR HEAD"

* * * * * * * *

WHAT ARE THE PITFALLS?

1. HELPERS ATTEMPT TO HELP BUT USE POOR JUDGMENT
2. HELPERS BECOME A SOCIAL CLIQUE
3. OTHER STUDENTS RESENT OR ARE JEALOUS OF THE HELPERS
4. HELPERS ARE STRESSED BY ROLE
5. SUPERVISION IS INADEQUATE
6. SKILLS ARE NOT LEARNED WELL
7. HELPERS HAVE INADEQUATE OPPORTUNITY TO USE THEIR SKILLS
8. EXPENSE OF PROGRAM IS TOO HIGH
9. RECORDS ARE NOT KEPT
10. EVALUATION IS NOT DONE

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Maris Sils, Guidance Consultant
Western Benewah School District
PO Box 68
Plummer, ID 83851

Proposal Abstract - Western Benewah School District's Peer-Tutoring Program

More than 30% of our 400 students in grades K-12 come from homes that fit the JTPA economically-disadvantaged guidelines. The unemployment problem is complicated by nature of our district being within the boundaries of the Coeur d'Alene Indian Reservation which has a 70% adult unemployment rate.

Part-time jobs for students are almost non-existent in our small (750 people) rural and logging community. The largest employer in town is the Pacific Crown Wood Products Mill which gets an approximate 50 job applicants each week toward openings which are simply not there. The children of our economically-disadvantaged parents have excessive school absenteeism, low self-esteem and motivation levels, and accompanying low grades and higher-than-normal dropout rates.

Training programs for our many JTPA-eligible adults do not seem to provide answers. The jobs are not there after the completion of such training, and the people are reluctant to leave the area to find jobs because they will therefore lose their support systems. This is especially true for the Native American Indian population.

In an attempt to interrupt this welfare cycle, to increase familial self-esteem, to improve student academic achievement, to decrease school absenteeism, and to improve student scholastic performance, the Peer-Tutoring program was developed and has been funded for a three-year period of time by the Region I Private Industry Council through Title IIA funds.

At the beginning of each school year, 40 different economically-disadvantaged students are identified between the ages of 14-20. The older twenty of this group (normally from grades 10-12) are certified JTPA-eligible to be tutors. The other twenty students (normally from grades 8-9) are certified JTPA-eligible to be tutees. The tutors may also work with elementary students.

Each tutor is able to use one of his/her classroom periods each day (we are on a seven-period day) to tutor a tutee toward increased competency in a subject-matter area. The tutor may do this during the tutee's study hall period or within the actual subject-matter classroom under the direct supervision of the classroom teacher. A program director/training supervisor has been hired to manage the program on a day-to-day basis and to take care of the paperwork.

Each tutor can earn academic credit toward graduation through this program, as well as wages of $3.35/hour for five hours of tutoring each week throughout the school-year. Periodic bonuses are paid for improvement in tutee grades.

The program is providing both academic tutoring and peer support systems for our economically-disadvantaged young people.

Preliminary results indicate an increase in performance levels for both tutors and tutees.

This Peer-Tutoring program, which apparently is unique in the state of Idaho by nature of its relationship with JTPA private Industry Council funding sources, may have relevance to other economically-depressed communities where job-training programs for adults do not seem to provide employability answers.

Presented by:
Gloria Mattera, Director
BOCES Geneseo Migrant Center
Holcomb Building, Room 211
Geneseo, New York 14454

MIGRANT DROPOUT YOUTH PROGRAM

Proposal Abstract

The Migrant Dropout Youth Program (MDYP) is a project designed to help migrant dropout youth return to some alternative educational or vocational endeavor. A personalized communication system provides the youth with a monthly bilingual newsletter, REAL TALK, and access to a toll-free telephone number to receive counseling, referral and career information. Enrolled youth receive continuous communication from project facilitators who link them with existing educational/vocational programs.

Participants will:

1. Develop a better awareness and understanding of migrant farmworker's problems, specifically those of migrant dropout youth. This will be achieved through the exposure to the Migrant Heritage Studies Kit, a multi-media presentation to teach others about migrant farmworkers,

2. Become aware of the steps necessary to enroll a youth in the Migrant Dropout Youth Program,

3. View a video drama, "Constancia's Choice", that depicts migrant youth problems, suggests resolutions and sensitizes viewers to migrant life,

4. Be able to adapt MDYP dropout retrieval procedures to their own rural youth programs.

Migrant farmworkers are an integral part of many rural communities, doing one of the most important tasks in the nation - harvesting the food we all eat. Since this important population has a tremendously high dropout rate, this presentation has great applicability in helping rural educators address the needs of the migrant dropout youth by linking with the Migrant Dropout Youth Program.

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7/30/86

•THE GENESEO MIGRANT CENTER
Part I: The Migrants Come First

by Gloria Mattera

Harvesting potatoes is backbreaking labor for which migrants may receive less than minimum wage.

John Dewey's "learn by doing" is a prescription for excellence in education that has become increasingly popular at the State University of New York (SUNY) College of Arts and Science at Geneseo. No matter what students' majors may be, they have a chance to supplement theory with practice by becoming involved in service-learning at the college's Migrant Center. Their learning experiences grow out of meeting the needs of migrant farmworker families. Some examples of services linked by the Migrant Center to various areas of study are as follows.

• *Economics.* The average annual family income of approximately $3,000 per year for migrant farmworkers provides a challenge for economics majors as they study why the best fed nation in the world tolerates so low an economic status for this vital labor force. Students teach individual workers about budgeting, keeping track of wages and deductions, and selective purchasing of consumer goods.

• *Education.* Migrant children are at least two years behind in school; nine out of 10 of them drop out, and their parents constitute one of the four major groups having a high functional illiteracy rate. Education majors, therefore, have an excellent opportunity to test their teaching skills while providing greatly needed educational services to the total family.

• *Sociology.* Future social workers assist migrants in securing services by informing them of what is available and by going with them to help with paper work and advocacy.

• *Fine Arts.* Opportunities for self-development in the arts are very limited for the migrants. Fine arts majors open new doors of awareness and skill development for the children and adults, thereby testing and improving the students' own arts skills.

• *Library and Computer Skills.* The Center's library houses one of the nation's most extensive collections of curriculum materials, articles, papers, reports, and speeches about migrant farmworkers. Students help code and catalog the collection, key punch information for rapid retrieval, and respond to requests for information on migrants from all over the country.

• *Health Education.* Migrant workers are among the most disadvantaged populations as far as health is concerned. The average life expectancy is 49 years, almost a third

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Through extensive involvement of students, faculty, and community, the Center has become a national model for serving migrant farmworker families and an unofficial model for involving students in learning by doing.

Bill Cronan

Pesticide poisoning is common among migrants.

Bill Cronan

Outdoor work is not always healthy. The average life expectancy for migrant farmworkers is 49 years.

less than that of the general population. Common problems include tuberculosis (17 times more frequent among migrants than among patients seen by private physicians), venereal disease, parasites, eye-ear-nose-throat ailments, alcoholism, and pesticide poisoning. Students helped develop testing kits for the latter and assist in health screening and education.

• *Special Education.* Poor health, often caused by an inadequate diet, and constantly moving from school to school often result in special education problems. Overcoming these involves individual education plans; college students work with the children on a one-to-one basis in assessing needs and carrying out activities to meet those needs.

• *Modern Languages.* Though most of the migrants who follow the eastern stream from Florida to New York speak English, some Hispanic or Algonquin Indian migrants require interpretation in Spanish and French respectively at social service agencies. Students speaking those languages also assist in bilingual literacy programs.

Credited or volunteer, paid or unpaid, graduate or undergraduate service-learning activities are available to Geneseo students. In every case the basic philosophy of the program is that the migrant children and families come first. Because the Center is service oriented, all decisions are made in the best interests of those children and families. This is made clear to all staff members and students from the start so that the proper orientation is firmly established. All receive intensive training and are required to adhere to all Center policies.

Training usually consists of an overview of the migrant farmworkers' life style as presented in the Center's Migrant Heritage Studies Kit and presentations by key service agencies, such as Social Services. Trainees also review all Center policies and procedures, work schedules, and standards of professional behavior.

Volunteers and paid staff work under the direction of a program coordinator. Staff members keep written logs, which the supervisor and Center director review weekly in order to assure coordination of all phases of the program. Staff members and volunteers with certain responsibilities attend regular staff meetings so that they may par-

Gloria Mattera has been director of the Geneseo Migrant Center since its inception in 1968 at the State University of New York College of Arts and Science at Geneseo.

ticipate in all levels of the program and learn about coordination, supervision, implementation, and evaluation of the services rendered.

Credited Service-Learning

The Migrant Center has developed courses and independent study programs for hundreds of students over the years.

The first, a summer workshop for teachers of migrant children conducted from 1966 through 1973, began two years before the college established the Center. An intensive five-week, 10-hour a day program, it linked theory with practice in the Children's Demonstration School.

Several current college programs require participation in the Center's activities to help students improve their teaching skills, both in assessment and instruction. Speech and hearing majors, for example, screen, test, and instruct children and adults. Early childhood majors assess and assist with the social, emotional, physical, and intellectual development of infants, toddlers, and preschoolers at the Child Development Center.

Many instructors of mandated or elected courses require papers on such topics as "The Economics of the Migrant Farm Labor System."

Both undergraduate and graduate students have worked under the Center's director for independent study credit. Many take part in the Center's Literacy Volunteers of America training, which has been certified for credit under the SUNY system, and tutor both children and adults. (Former Geneseo students have coordinated the Center's Literacy Volunteers while in VISTA.) Photographic studies of migrants by Bill Cronin, Mike Greenlar, and Roger Smith have helped publicize the plight of migrant farmworkers and accompany this article.

Among graduates students' projects have been "Belinda," a simple biography and photo essay of a migrant child in the Migrant Heritage Studies Kit, by Carole Miller West; "Teacher's Guide for the Migrant Heritage Kit," by Marjorie Lewis; "Career Education for Migrant Youth," a program for junior high students, by Pat Critcher; and "Language for Algonquin Indians," which included several games to be used in instructing Algonquin children, by Carole Minnerly.

Other colleges have taken advantage of the service-learning opportunities the Center offers. For example, when Syracuse University established a program in rural sociology in 1976, it assigned one of its first student interns to the Center. Rochester Institute of Technology, Monroe Community College, and Alfred Agricultural College also have sent interns to the Center.

Mike Greenlar

Mother and child take a break together at the edge of the orchard before she returns to work.

Salaried Service-Learning

The Center also has numerous salaried service jobs—most of them short term or part time—that students fill. The Center matches students to jobs related to their major or special interest whenever possible. Each job includes some service-learning component, and each student receives the training described earlier. Below are the programs that provide employment .

Child Development Center. Early childhood majors assist in the infant and preschool classrooms or help transport the children to and from the camps.

Weekend Program. The Center's on-campus Weekend Program for migrant families is staffed mainly by college students. They teach reading, arts and crafts, tennis, handball, and other sports; assist in program supervision and direction; provide counseling to migrant students and adults; and care for young children while parents participate. This program also provides employment for students who supervise such college facilities as the swimming pool, game room, craft shop, and bowling alley.

In-Camp Education Program. Students teach illiterate adults how to read and to develop survival skills, *i.e.*, obtaining social services.

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Mike Gerechter

Migrant farmworkers often work in crews.

comparing prices of consumer goods, filling out social security forms. Students prepare many of their own materials. *Guidebook: In-Camp Education for Migrant Workers*, by Mona Smith DeMay and Robert Lynch (Geneseo Migrant Center, 172 pp., $3), provides detailed instruction for teaching in a migrant farmworker camp.

Work-Study Program. The college's work-study program enables students to work full time in the summer and part time during the rest of the year in a variety of functions, including as assistants to nurses and program directors.

Health Program. The drastic health needs of the migrant farmworkers offer an excellent vehicle for students to learn about a variety of ailments, primarily through screening. In the Center's dental program, students work as assistants to the dental staff or transport the migrants from their camps to the dental unit.

Photography. Students teach photography to the children and take pictures of the migrant families for use in the Migrant Heritage Studies Kit and in local, state, and national publications.

University Year for ACTION (UYA). UYA students—participants in a one-year, full-time service-learning program—work directly with migrants in various field activities, including assisting them with forms at health centers, referring them to social service agencies and acting as advocates there, going with them on emergency trips to the hospital. Most UYA students are majoring in psychology, sociology, or social work.

Many students who apply for but do not receive paid positions or who simply wish to work with the migrant population volunteer in the various components of Project CHILD. They may transport workers to community services, thus having the opportunity to talk with and learn more about them. Many students participate in fundraising activities for such special causes as the Joseph Mattera National Scholarship Fund for Migrant Children, which provides aid to keep high school students from dropping out to work.

Secondary Service-Learning

Over the years area high school students have assisted in many Migrant Center programs. For example, seniors in Avon and Caledonia have been trained as Literacy Volunteers and worked with classmates. In the Center's day care center, high school students assist children from various ethnic groups and learn basic parenting skills.

Boy Scouts, Girl Scouts, and 4-Hers help establish troops and clubs within the children's summer program and enable the migrant children to work on badges and projects. Such experiences lead local students to relate to the migrant population—particularly their peers and younger children—in a positive manner.

High school students also have helped raise money for special projects, such as the migrant children's trip to Washington, D.C. in 1977 and the Mattera Scholarship Fund.

Impact on Students, Migrants

The Geneseo Migrant Center has enabled thousands of college students to participate in valuable service-learning experiences in a rural area. It has directed some students toward migrant and rural education as a career and, most importantly, has created an awareness of the problems, courage, and contributions of migrant farmworkers—an awareness that too few people in the nation possess.

The Center's current status as an exemplary project in the National Diffusion Network is changing the future direction of the Center in that considerable training will be provided to school districts, rural and urban, across the country to help them replicate the Center's programs. This extension should broaden the college students' involvement and, in turn, benefit countless migrant, urban, and rural disadvantaged children.

The Center also has affected the lives of thousands of migrants. They have received direct services not available to them a decade ago, and they have learned how to find out what services are available to them elsewhere. Though the need for basic education is still great, that need is being met better and the focus is shifting slowly toward keeping children in school longer and alerting them to other occupational choices.

The Center also has had an impact on migrants' lives by influencing national and state legislation affecting migrant workers. Staff members, often assisted by college students, have developed and presented position papers before legislators and groups in need of farmworker representation. Center publications have been disseminated and have generated expressions of interest and visits from as far away as Australia! Constant advocacy and information from the Center are helping develop a local, state, and national awareness that is having an impact on legisation and programs for migrant farmworkers.

The Center also has advised other colleges and universities on program development.

An incalcuable amount of work remains to be done. More than half a million school-age children are part of the migrant farmworker population. They work in 46 of the 50 states. The Geneseo Migrant Center has found service-learning an effective way of meeting the needs of some of these children and their families—and of the students. If enough colleges undertake similar programs, perhaps the lives of all can be improved.

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Part II: Other Benefits Follow

The State University of New York College of Arts and Science at Geneseo overlooks the luxuriant Genesee Valley. Originally a teachers' college, Geneseo now offers a variety of liberal arts and teacher education programs.

The Geneseo Migrant Center (GMC) was established in 1968 by President Robert W. MacVittie with funds from the State Education Department. He believed that a rural college should serve the rural community.

The Center's year-around function was to conduct studies designed to improve the education of migrant farmworkers' children. A summer workshop for teachers of migrant children brought these children in from camps within a 25-mile radius.

Thus the studies, direct service programs, teacher training, and the expanding library led to an extensive and comprehensive program of direct and indirect service to migrant farmworker families. Always the needs determine the services and, to a large extent, the learning.

Though the Center's primary concern has been the impact of programs on migrants and students, two important fringe benefits have been the effects on the college and community.

Bill Cronin

The day-care facilities are the fields.

The relationship of the Center to the college has been mutually beneficial: The college has received recognition for Center activities, and students and staff have secured employment; the Center has had full use of college facilities (crucial to its operation) and has found a rich resource in college personnel.

Activities Receiving Recognition

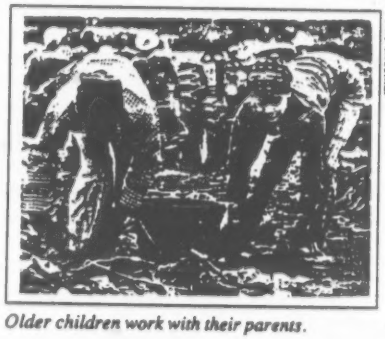
In 1969 the American Association of Colleges for Teacher Education presented a Special Recognition Award to the education department for its continuous upgrading of services to migrant farmworker children. This gave credence to the Center and to the college's support of it.

In 1973 the U.S. Office of Education National Institute of Education (USOE/NIE) validated the Center's *Project CHILD (Comprehensive Help for Individual Learning Differences)* as an exemplary project in the National Diffusion Network. The main components of Project CHILD are:

- The Children's Demonstration School—a 12-hour-day summer program providing a creative, supportive environment to meet the educational, physical, social, and emotional needs of migrant children from three to 20;
- The Child Development Center—a companion program serving infants and preschoolers;
- In-Camp Learning Program—an evening program for the youth and adults who work during the day;
- Weekend Program—a Sunday program providing recreational activities on the campus and in the surrounding area;
- Health Program—a comprehensive program providing complete health care and health education.

Many students learn about migrants through the Center's *Migrant Heritage Studies Kit*. Funded by USOE's Ethnic Heritage Branch, this is a multimedia kit consisting of four slide/tape stories, booklets, autobiographies, simulation games, and photographs. It covers the lives of migrant farmworkers in general and three ethnic groups in particular: Afro-Americans, Algonquin Indians, and Mexican Americans. Ten of these kits are in circulation around the country ($50 charge for postage and handling, with requests answered as kits are available).

The Center now extends direct services to migrants beyond the Genesee Valley. The *Migrant Educational Opportunities Program*, funded by the Fund for the Improvement of Postsecondary Education (FIPSE), is a pilot project that enables both in-school and out-of-school migrant farmworker youth



Attic Circular

Older children work with their parents.

(13 and older) who travel between Florida and New York to receive continuous career counseling and education services. Because nine out of 10 migrant farmworker children in the country drop out of school, this program attempts—through direct and continuous personal contact (much of it on the telephone)—to encourage young people to stay in or return to high school and go on to post-secondary programs. In this program the Center works with schools and social service agencies in 10 states.

In terms of local cooperation, one of the most popular programs is the *Literacy Volunteers of the Genesee Valley*, which the Center established because of the paucity of funds to educate adult migrants. Affiliation with Literacy Volunteers of America (LVA) has enabled the Center to train many community and college volunteers to teach migrant and rural-poor adults to read.

Impact on Staff and Community

Since 1968 college students have been involved in Center programs as volunteers, interns, work-study students, paid staff, and observers

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(see Part I). The Center also has had an impact on other parts of the college and local community.

Dozens of faculty members have served as consultants, program directors, teachers, or researchers. For example, the Center hired professors to conduct research that would affect the operation of programs in Geneseo and elsewhere. Among the topics were: "A Speech and Language Program for Migrant Children," by Richard Haviland; "A Study of the Possible Improvement of Problem Solving Ability in Migrant Children," by James O. Schnur; and "The Courts and the Migrants," by R. Wayne Mahood.

Many faculty members have benefited from the Center's presence on campus through the overhead generated by the several millions of dollars that the Center has earned. (Within the SUNY system, a percentage of the indirect costs from federal and other grants brought to the local unit is returned to the unit in the form of awards for faculty to conduct research.)

The economy of the local community also has been affected, for staff, migrant farmworkers, and visitors coming to observe the Center's operations or to attend its conferences and workshops bring money into the town.

Again, the benefits are mutual. Local service groups, organizations such as the Red Cross and the Girl Scouts, and individuals have contributed to the Center's program by working with migrant children and adults, donating services and material goods (particularly clothing), and assisting with staff training.

Through the Center's efforts relationships between migrants and residents have improved. The residents now have more understanding of the migrants' problems and the contribution they make to the economy. The migrants have learned how to make use of community services and facilities rather than remaining in their camps and have moved closer to the mainstream.

GMC Survival Problems

When President MacVittie established the Center in 1968, he tied it to the college structure by providing impressive in-kind contributions (*e.g.*, office and classroom space, postage, use of college facilities), by having Center grants channeled through SUNY's system for handling external grants to the college, and by having the director report directly to him. Also, various college administrative staff assist with financial and programmatic aspects of Center activities. In effect, then, the Center has been a part of the college but not part of the academic departmental structure.

Because the Center depended upon outside funds, President MacVittie repeatedly tried to include it in the SUNY budget, but—because of SUNY cutbacks—his efforts were to no avail.

Initially this created no serious problem. The Center received its administrative and programmatic funds from one office in the State Education Department, and Center staff members were able to devote their total energies to serving the migrants.

As the Center identified adult education, health, and other needs and as State Education funds diminished, it became imperative to devote considerable effort to securing other funds. In 1978–79, for example, sources of funds included the U.S. departments of Agriculture and Health, Education and Welfare, the State Education Department's Bureau of Migrant Education and Bureau of Continuing Education, the State Department of Agriculture and Markets, the State Council on the Arts, and the State Department of Health.

A severe blow fell in February when administrative funds from the State Education Department were no longer available. President MacVittie placed the director back on her academic line (he had granted her leave from the Education Department each year since 1968) with a special assignment for the spring semester to direct the Center. To tie the Center into the college departmental structure, and in anticipation of his retirement in August, he placed it within the Division of Educational Studies.

As of this writing, the Center's continuation is dependent upon securing funds for the director's teaching time, for heavy faculty teaching responsibilities preclude extending the special assignment.

A major obstacle to the Center's functioning as an integral part of the college structure has been the determination of the college's funds by the number of full-time equivalent (FTE) students. The Center, while it has generated some FTEs, has focused primarily on services for the farmworker families.

Bill Cronin

These migrant farmworkers, who are Algonquin Indians, have little hope of escaping grinding poverty.

This picture may be changing; newly appointed SUNY Chancellor Clifton Wharton has spotlighted community service functions. Possibly these will generate funds for the college as FTEs do. If this does occur, the Center's extensive experience can provide leadership to others and may motivate SUNY officials to provide operating funds. At the time of writing, however, the Center's staff must continue to seek funding as well as operate programs if its services to the rural poor and migrant farmworker families are to continue. □

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MIGRANT DROPOUT YOUTH PROGRAM

FUNDED BY

SECTION 143: MIGRANT EDUCATION INTERSTATE AND INTRASTATE COORDINATION PROGRAM

1985 - 1986

MIGRANT DROPOUT YOUTH CLEARINGHOUSE
BOCES GENESEO MIGRANT CENTER
HOLCOMB BUILDING, RM. 210
GENESEO, NEW YORK 14454

HOTLINE 1-800-245-5681
NY HOTLINE 1-300-245-5680

MIGRANT DROPOUT YOUTH PROGRAM

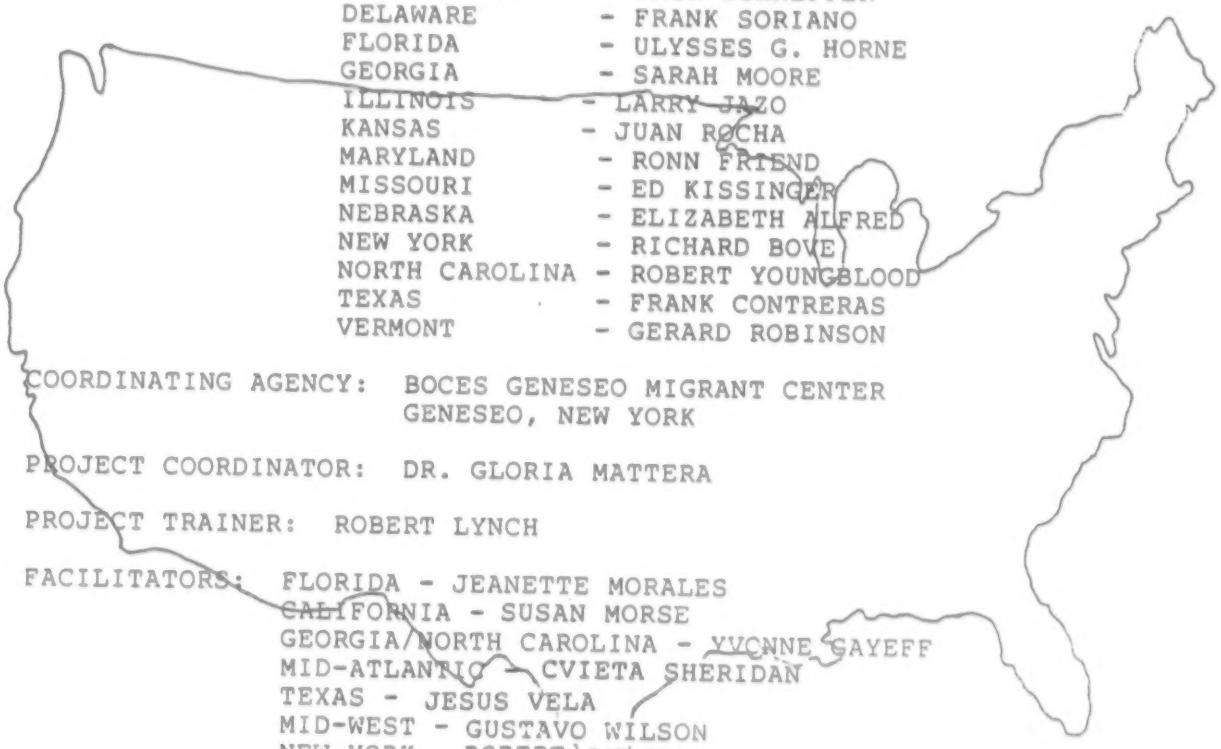
INTERSTATE COORDINATING COMMITTEE (ICC)

FISCAL: FLORIDA DEPARTMENT OF EDUCATION
MIGRANT DIVISION
TALLAHASSEE, FLORIDA

PROJECT DIRECTOR: DR. ULYSSES G. HORNE

STATE DIRECTORS:

ALASKA	- RON BEDARD
CALIFORNIA	- JACK SCHAEFFER
DELAWARE	- FRANK SORIANO
FLORIDA	- ULYSSES G. HORNE
GEORGIA	- SARAH MOORE
ILLINOIS	- LARRY JAZO
KANSAS	- JUAN ROCHA
MARYLAND	- RONN FRIEND
MISSOURI	- ED KISSINGER
NEBRASKA	- ELIZABETH ALFRED
NEW YORK	- RICHARD BOVE
NORTH CAROLINA	- ROBERT YOUNGBLOOD
TEXAS	- FRANK CONTRERAS
VERMONT	- GERARD ROBINSON



COORDINATING AGENCY: BOCES GENESEO MIGRANT CENTER
GENESEO, NEW YORK

PROJECT COORDINATOR: DR. GLORIA MATTERA

PROJECT TRAINER: ROBERT LYNCH

FACILITATORS:
FLORIDA - JEANETTE MORALES
CALIFORNIA - SUSAN MORSE
GEORGIA/NORTH CAROLINA - YVONNE SAYEFF
MID-ATLANTIC - CVIETA SHERIDAN
TEXAS - JESUS VELA
MID-WEST - GUSTAVO WILSON
NEW YORK - ROBERT LYNCH
ILLINOIS - THOMAS GRAYSON
VERMONT - DAVID MARSTERS

EVALUATOR: DR. JERRY JENKINS

HEP/CAMP REPRESENTATIVE: GERARDO MARTINEZ

NASDME SECONDARY COMMITTEE REPRESENTIVE: ROBERT LEVY

MIGRANT DROPOUT YOUTH PROGRAM

GOAL

TO INCREASE THE NUMBER OF MIGRANT YOUTH WHO RESUME SECONDARY OR VOCATIONAL EDUCATION AND/OR WHO PURSUE EDUCATION BEYOND THE SECONDARY LEVEL.

MIGRANT DROPOUT YOUTH PROGRAM

OBJECTIVE 1

ESTABLISH A NATIONAL MIGRANT DROPOUT YOUTH MODEL

ACTIVITIES

1.1 ESTABLISH FACILITATOR POSITIONS

1.2 ESTABLISH AND PROMOTE INTERSTATE AND INTRASTATE COLLABORATION

MIGRANT DROPOUT YOUTH PROGRAM

OBJECTIVE 2

ESTABLISH A NATIONAL MIGRANT DROPOUT YOUTH CLEARINGHOUSE

ACTIVITIES

2.1. DEVELOP "CAREER CLIP SHEETS"

2.2. PUBLISH REAL TALK

2.3. DISSEMINATE INFORMATION ON MIGRANT DROPOUT YOUTH

2.4. MAINTAIN A NATIONAL YOUTH HOTLINE

2.5. PUBLISH A BOOK BY MIGRANT DROPOUT YOUTH

2.6. ASSIST WITH A NATIONAL WORKSHOP ON MIGRANT DROPOUT YOUTH

MIGRANT DROPOUT YOUTH PROGRAM

OBJECTIVE 3

ESTABLISH A MODEL PEER FACILITATOR PROJECT

ACTIVITIES

3.1. IDENTIFY AND TRAIN PEER FACILITATORS

3.2. DEVELOP A SUPERVISORY PROCEDURE

3.3. EVALUATE THE PEER FACILITATORS

MIGRANT DROPOUT YOUTH PROGRAM

OBJECTIVE 4

ESTABLISH A FINANCIAL AND HUMAN SUPPORT NETWORK

ACTIVITIES

4.1. IDENTIFY FINANCIAL RESOURCES

4.2. ESTABLISH AN ADOPT-A-MIGRANT DROPOUT YOUTH PROJECT

MIGRANT DROPOUT YOUTH PROGRAM

OBJECTIVE 5

PROVIDE TRAINING FOR MDYP MODEL IMPLEMENTATION

MIGRANT DROPOUT YOUTH PROGRAM

CONSORTIUM STATES SHARED RESPONSIBILITIES

* CONTRIBUTE STAFF TIME AND/OR OTHER RESOURCES
* APPOINT A REPRESENTATIVE TO THE INTERSTATE COORDINATING COMMITTEE (ICC)
* COMPILE A STATE-SPECIFIC OR REGIONAL RESOURCE GUIDE LISTING EDUCATION, TRAINING, EMPLOYMENT AND SUPPORT SERVICES
* IDENTIFY AND ENROLL MIGRANT DROPOUT YOUTH
* SUBMIT ENROLLMENT FORMS TO PROJECT DIRECTOR AND COORDINATING AGENCY
* MAINTAIN FILES ON YOUTH IDENTIFIED AND SERVED
* SUBMIT PERIODIC REPORTS
* MONITOR ACTIVITIES OF STAFF
* CONSULT AND COORDINATE WITH OTHER SEA AND LEA MIGRANT EDUCATION PROGRAMS
* UTILIZE THE DROPOUT MODEL WITH PERSONNEL SERVING MIGRANT DROPOUTS
* SERVE AS LIAISON BETWEEN THE SED AND MDYP

MIGRANT DROPOUT YOUTH PROGRAM

STEPS TO SERVING THE INDIVIDUAL MIGRANT DROPOUT YOUTH

THE YOUTH:

1. IS ENROLLED THROUGH A PERSONAL VISIT AND/OR MIGRANT EDUCATION IDENTIFICATION AND RECRUITMENT FORM
2. RECEIVES WELCOME LETTER AND COPY OF REAL TALK
3. RECEIVES CONTINUOUS CORRESPONDENCE
4. IS VISITED BY FACILITATOR AND/OR LOCAL STAFF PERSON WHEN POSSIBLE
5. CALLS MDYP HOTLINE FOR INFORMATION ON ALTERNATIVE SECONDARY OR VOCATIONAL PROGRAM
6. DECIDES TO GET BACK INTO AN EDUCATIONAL/ VOCATIONAL PROGRAM
7. IS REFERRED TO AGENCY: I.E., JOB CORPS, HEP, JTPA
8. REQUESTS ASSISTANCE WITH ENROLLMENT PROCESS
9. ENROLLS IN PROGRAM
10. CONTINUES TO COMMUNICATE WITH MDYP STAFF FOR SUPPORT

Professional football player never forgot Geneseo professor

Since 1968 Gloria Mattera, a professor at the State University College at Geneseo, has been a migrant worker. That is, she has done a lot of her teaching and researching away from the campus. Her migrations have been for the purpose of working with, for, and in behalf of, migrant workers and their families. She'll be the first to tell you that these activities are very rewarding.

One of the rewards was a recent trip to the Super Bowl game played in Tampa — her third football game — where she could watch No. 70, Offensive Tackle Henry Lawrence of the World Champion Los Angeles Raiders. Henry happens to be one of her "kids."

Of course, she's a veteran now because she also had a chance to study Henry's techniques on trap plays, pullouts, and cross-blocking in two previous games — one in Orchard Park, when the Buffalo Bills played the Raiders, and the other in New Orleans when the Raiders (then of Oakland) won Super Bowl XIV. Dr. Mattera attended the Raiders-Bills game and the two Super Bowl games as the guest of No. 70.

Henry Lawrence, proud owner of three Super Bowl rings, a college degree, and recognition as one of the premiere players in the National Football League, says most of the credit should go to two remarkable women: His mother, who always refused to listen to any suggestion of quitting, and Dr. Mattera, who showed him the "potential beyond the horizon."

It all began back in the late 1960's when Gloria Mattera met some people on a return trip to the Buffalo area. Her fellow travellers told her they were going to a college campus to seek the establishment of an education program for migrant workers.

A casual suggestion

When they parted, Mattera said casually, "If you don't have any luck getting the program started, be sure to look us up at the Geneseo campus. We may be able to help."

As it turned out, the travellers didn't have any luck and they did look to Geneseo for possible help. There was some modest funding available, and the administration promptly appointed Gloria to set up a program for all migrant workers and their families. Thus was born the Geneseo Migrant Center.

The Migrant Center provided student teachers for the migrants from early childhood through adulthood. Gloria says, "We offered them all an educational smorgasbord." The program was brought to the workers camp in the evenings, and the workers were brought to the campus on weekends. The servings consisted of special help in reading, math, arts and crafts, as well as English as a second language (and as a first). In addition, the worker families had an opportunity to use the facilities of the college, from swimming pool to cafeteria and athletic areas.

Gloria was busy getting students to share their skills with the migrants, seeking volunteers and full-time teachers to offer help in any needed educational area, and developing a comprehensive program which could contend with one of the most functionally illiterate groups in the United States — migrants.

Geneseo recognition

She was so successful that by 1973 the U.S. Office of Education gave the Geneseo program the coveted distinction of being designated an "Exemplary Project." The work of the project has been demonstrated and copied from Puerto Rico to Hawaii, and to all other farming areas in the country.

Henry Lawrence came to western New York as a young migrant worker in 1969. With him were his mother, sister, and two brothers. The five lived in a one-room cabin with no running water. There were two beds — one for mother and sister, the other for Henry and his two brothers.

One of the first things Henry remembers about New York, outside of picking crops, was Dr. Mattera's taking him to the Geneseo campus. He had never seen a college campus.

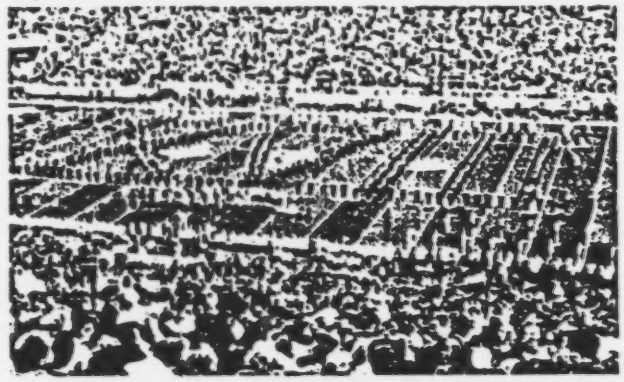
"I couldn't believe how nice it was," he says.

Henry was to spend two summers picking tomatoes, cucumbers, potatoes, cabbages, brussels sprouts, and various fruits in New York. (Cucumbers, he says, were the worst.) But while he was working long days in the fields, he was also getting help from Gloria's crew of teachers. He soon realized that the trips to the campus were not for sight-seeing. Gloria convinced him he wasn't there as a spectator but rather somebody who really belonged in college.

Today, Gloria emphasizes that the Geneseo students had a lot to do with how the migrants felt about themselves on campus. "The students were so matter of fact about accepting and helping the migrants that they made them feel they belonged there, not as outsiders, but as participants," she says. "The students were just great."

During his two four-month stints at Geneseo, Henry participated in several Center programs. Also, he successfully completed a typing program the first year, and in the second year was awarded an advanced typing certificate. In the meantime, he continued his education when he was back home in Florida. He attended Lincoln high school in Palmetto, and Manatee high in Bradenton.

Henry received two scholarship offers for college. One was to play football; the other was academic. "The scholastic scholarship was the best," says Gloria. "Here was proof that a youngster didn't have to be strong and fast, or for that matter a male, in order to get to college. It showed that the children of migrant workers could get ahead by getting educated, period. Henry exemplifies this."



Gloria Mattera — Geneseo

HALFTIME AT SUPER BOWL XVIII — This shot of the pageantry of the halftime show at the Tampa Super Bowl was taken by Gloria Mattera of the Geneseo Chapter as she was attending her third football game.

Henry Lawrence

Another SUNY reduction

Dr. Mattera ran the Geneseo Migrant Center as a full-time assignment for about ten years. However, by 1979, her program, like so many other programs in the university, ran afoul of budget cuts and reduced financing. An effort was made to gain support for retention of the program, but it fell short.

It was during this time that Henry Lawrence heard the program was in trouble. He called Gloria from the west coast and asked if there was anything he could do to help. She was flabbergasted. "I hardly remembered him," she says. "I hadn't seen him for about nine years."

Gloria told him that while it might be too late to save the program as they knew it, if he could come back to the migrant camp and tell the kids to stick to their studies, she knew it would be inspiring. He promised her he would be there. In the 1980 season the Raiders came to Buffalo to play the Bills. Henry made good on his promise.

Henry and Gloria had a great reunion. She says it was one of the most memorable days ever in the migrant camp. Henry brought some friends: Wide Receiver Morris Bradshaw, Running Back Arthur Whittington, Linebacker Jeff Barnes, and Raider Captain Gene Upshaw. Until his teens, Upshaw picked cotton in Texas with his migrant family members. Today, he's the president of the NFL Football Players Union, AFL-CIO.

Henry's friends later explained why they came to camp with him despite the long ride, saying there were three reasons. One, they were interested in helping the migrant families; two, they wanted to meet Dr. Mattera; and three, because Henry said he'd break their backs if they didn't. Their presence drew more than a few tears from the dust-covered workers who came in from the potato fields to see and talk to real Raider stars; they were tears of pride.

And so, Gloria got to see her first football game. By that time the migrant program was being transferred from the college to the Board of Cooperative Education (BOCES). She also had resumed her full-time teaching program as a professor at Geneseo.

Staying the course

Nonetheless, Gloria never left the program. Today, she still serves as the Director of the BOCES Geneseo Migrant Center. She can usually be found at the center any time her duties at the college don't require her to be elsewhere.

She says the Center still manages to have one big weekend on the campus every year especially for the migrants..

We recently saw a list of ten migrant students named as recipients of scholarship grants in December, 1983. They all have high school diplomas and are headed for colleges in different parts of the country. They are all recipients of support from the Joseph Mattera National Scholarship Fund for Migrant Children. The fund helps students to finish high school and/or to go on to postsecondary education.

Henry and his friends never miss a chance to visit migrant camps wherever they travel. Gloria continues to be a No. 1 fan of the Los Angeles Raiders. After all, she has an autographed picture of No. 70. It says:

"Dr. Mattera — Keep up the great work, for we need a great warrior such as you, who has battled unselfishly over the years. You'll always be remembered in my dreams and prayers. God bless you. Love and peace, the Kid from the Labor Camp."

GLORIA AND FRIENDS — Routine question: "You've been invited to the Super Bowl? Who do you know?" Gloria's answer: "A migrant worker." Her friends also happen to be world champions. Shown left to right, Raider Linebacker Jeff Barnes, Quarterback Jim Plunkett, Gloria, and Offensive Tackle Henry Lawrence. Four winners.

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CONCURRENT SESSIONS

THURSDAY, OCTOBER 9, 1986

1:30 - 2:30 PM

Mike Miles, Coordinator
School Administration and Foundations
Box 5774
Northern Arizona University
Flagstaff, AZ 86011

ABSTRACT

1. Title: An Educational Administrative Preparation Program for Rural School Administrators.

2. Presentors:
F. Mike Miles
David A. Williams

3. Abstract:

Over twenty-five percent of America's K-12 students attend school in two-thirds of our nation's public school systems that are located in areas described as rural. Approximately three-fourths of our nation's 15000+ school districts enroll fewer than 2500 students; and one-fourth of the districts enroll fewer than 300 students. The school district enrollment in Arizona runs from 5 to 54,000 students. Administrative objectives are often the same but the path toward accomplishment of these goals is different when you are the only administrator in a building or district. The Center for Excellence in Education has been given the charge to involve personnel from the public schools, the university, business and industry, and state agencies in cooperative efforts, based on careful needs assessment, that will facilitate the improvement of education in the state.

The area of Educational Administration responded to this challenge by co-operating with the State Department of Education in conducting a needs assessment/public hearing in four sites throughout the state. The administrative certification program has been developed and is offered on campus and in nine satellite centers. Program delivery has been presented to the Graduate Deans of the other two Arizona universities and they have affirmed its acceptable standards. Course content has been

developed from competencies obtained from public hearings. Individual skill assessment, video-taping, practicum and internship experiences are vital components of the program. Outstanding administrator candidates receive the area endorsement and their competency is guaranteed to schools. The guarantee requires the university to work with the local district to provide in-service help to erase any deficiency. This program has been well received by the schools and the business community.

Ray Hull, Associate Professor
University of Oregon
Eugene, OR 97403

STATE AND REGIONAL SMALL SCHOOL ORGANIZATIONS: COOPERATIVE PROGRAMS FOR SCHOOL IMPROVEMENT

Abstract

For most of the past twenty years the Oregon Small Schools Association has been an active voice for rural education in Oregon. Through regional and statewide conferences and institutes, representation in related educational organizations, linkages with state educational agencies, and political action the association has enhanced the status of rural education in Oregon and created a functional network of rural and small school practitioners. The proposed presentation will review the membership, governance and activities of the Oregon Small Schools Association with special attention to inservice opportunities for teachers and communication among districts.

Other states have also developed functional small school/rural organizations, some devoted primarily to political action, others broader in concept. Several of these organizations will be reviewed and their current status and activities examined.

The existence of state-level organizations devoted to particular educational purposes is not unique. Many, if not most, national professional organizations promote state and regional affiliates and it is common for these organizations, in addition to those of a more local or regional character, to create a matrix of membership opportunities across both organizational and programmatic dimensions of the school. These organizations exist in varying degrees of relationship to legally constituted state and regional agencies, also committed to providing services to the educational community. The

questions are raised, "What services or patterns of service can be provided by state small school/rural associations that are not appropriately available elsewhere?" and "What special attributes and needs of small/rural schools create the context for the existence of state-level associations?"

Presenters: Russell Hedge
Co-Director

John Simmons
Co-Director

Infant & Early Childhood Intervention Program
University of Kansas Affiliated Facility
P.O. Box 738
Parsons, KS 67357

Cost-Effective Rural Remediation Plan for the Developmentally Disabled

The Kansas University Affiliated Facility (KUAF), at Parsons, is one of three UAF sites affiliated with the University of Kansas (the others are located in Lawrence and Kansas City). The KUAF receives federal funds for the purpose of providing exemplary services to developmentally disabled individuals as well as training for professionals seeking careers related to developmental disabilities. We will be discussing two of the programs included under the KUAF umbrella: the Infant and Early Childhood Intervention Program (IECIP) and the Respite Care Program.

Infant and Early Childhood Intervention Program

Developmentally delayed children create problems for their parents from the time of their birth. When the child has complex or numerous medical problems, does not start to walk or talk when he or she is supposed to, has problems eating, etc., the parenting role changes, and parents need help and answers.

Early identification and intervention has been effective in improving the progress and outcome for many DD children. If nothing else, it involves the child with persons who know how to work with the child to help him develop. According to Jorden, Hayden, Karnes, and Wood (1977), programs providing early educational and therapeutic programming to meet the needs of young handicapped children and their families are reducing the number of children who will need intensive or long term help....with early help, the sooner the better, these children can often function at higher levels than has been dreamed possible in prior years.

Unfortunately, early identification intervention programs are not readily available in rural Kansas. There is not a homogeneous group of DD children. Distance and cost are formidable barriers to program development. Parent groups are hard to establish. Access to the variety of professionals needed to effectively manage and program a DD child is limited. The IECIP is an attempt to address these problems.

The Infant & Early Childhood Intervention Program began as a interprofessional, interagency program between the KUAF and existing service agencies involved with developmentally delayed children and their families, in a sparsely populated, rural area, of Southeast Kansas. The program involved the child's physician, county Public Health nurses, social and rehabilitative services social workers, public and independent school personnel, Mental Health Department psychologists and counselors, and the child's parents. Initially, we informed and trained each other in regard to functions and roles. The KUAF educated its sister agencies regarding the need to provide developmentally delayed children appropriate medical and educational procedures and therapies as soon after birth as possible.

We decided each agency would act as a broker for children initially identified by that agency. In other words, the agency would direct the children to other needed services provided by its sister agencies.

At first, KUAF staff were primarily interested in initiating procedures for identifying developmentally delayed or at risk infants at birth; however, the other agencies expressed their concern with the needs of existing developmentally delayed children in their communities who were not receiving help. At that time, (approximately 10 yrs. ago) in our region of the state, parents of even identifiable DD children, such as Downs Syndrome, were not informed of their child's problem until the child was two to three years old. Then, the child was directed to a state institution. Thus, their was a need to provide services for children regardless of age.

We first attempted a transdisciplinary training and service model. The remnants of this model continue in the areas of behavioral management, social work, self help, early speech and language training, and parent involvement. However, today, the basic system has social workers doing social work, speech therapists training speech and language techniques, psychologist dealing with behavioral problems, and so on. The main persons actually involved in the transdisciplinary training are the child's parents.

Basic premises. Their are some 16 basic premises of the IECIP. These are as follows:

1) When parents think there is something wrong with his or her child, we will work with them to discover if there is a problem.

2) Our purpose is not to diagnose or name the child's condition; we want to determine where the child is developmentally, identify and eliminate factors impeding the child's ability to develop, learn how to best teach the child, and take the child forward developmentally-- we do not concern the parent with where the child should be.

3) It is important to initiate remediation on a developmental problem as early in a child's life as possible.

4) The child's parents are the authority on their child, and they are our peers; it is their responsibility to raise their child, not ours - we work with each other.

5) The child's parents, their attitudes, and the environment have the long term, overriding effect on the child's development and eventual outcome.

6) Parents do many things right for a special child without intervention.

7) Parents are capable of training DD children in most areas of learning with direction and information from other experienced professionals.

8) For continuity in long term learning, for continuity of programming, for intensive training, for maintenance and generalization of learned skills, and for an affordable program we believe the child's parents are the best teachers the DD child will ever have.

9) We never tell the parents we will teach their child; we do train the parents what and how to teach their own child.

10) DD children have problems synthesizing the separate skills they are taught for effective application.

11) The most important need of a special child is environmental adaptation - to train the child to exist and function in his home environment (home, grocery stores, restaurants, movies theaters, churches, etc.) Next comes reading, writing and arithmetic.

12) The child's rate of progress determines our objectives and goals; diagnoses and prognosis are kept tentative.

13) The child's improvement is based on time; the amount of time spent in one on one training experiences at the child's learning level is a crucial factor in determining the child's progress.

14) We are involved with the child for a long term; consequently, we emphasize continuity in programming.

15) Learning should take place where it can be maintained and generalized.

16) Programs which take the DD child away from the places and persons instrumental in the child's development are at best ineffective and at worst destructive; such programs attempt

to serve the DD child under the guise that professionals can do it better than the parents and with child being taught in situations limited in time,and opportunities and separated from the natural environment-- in some cases the parent is not even told what the child is being taught and parents are seldom involved in the training.

Description of IECIP Services

The IECIP is an interdisciplinary approach serving the developmentally disabled population, primarily ages 0 to 6 years. The IECIP provides services in the areas of gross and fine perceptual-motor development, speech and language development, social work, and psychological services. The IECIP is available to the Southeast Kansas population at no charge to its clients. The IECIP is funded by the University of Kansas/Bureau of Child Research core grant and matching federal/state funds. The administrative cost of the program is approximately $200 per client, per year. This cost plus minimal travel to centrally located provision points for families makes the IECIP's parent-training approach feasible and financially possible.

The total population served by the IECIP is approximately 350 children, adults and their families. The program covers a region of 15 Southeast Kansas counties serving the families of children with disabilities. There are 18 provision points in specific cities in the region where weekly or bimonthly clinics are provided for the clients. Most of the clinics are held in county public health, mental health, social and rehabilitational agencies, and public/private schools. The IECIP team travels into the catchment areas to the designated provision points to serve the individual clients. In addition, when clients are ill, extremely young, or there are transportation problems, the IECIP staff provide services in their homes. This tends to alleviate the expense of travel that hinders center-based programs with lower socioeconomic clients.

The IECIP model involves the development of parent competencies in implementation and evaluation of developmentally/behaviorally based intervention programs. Based on the principles of individualized programming, the trainer develops the goals, techniques, and materials for parental use. The program is geared to the age of the child, chronologically, physically, and emotionally. If a client is an infant, the program emphasizes motor and communication development. If the client is older, the program directs itself toward self-help, communication, sensorimotor integration, and school readiness. The program also directs its effects toward aiding parents in handling the inappropriate disruptive behaviors of their children.

Services delivered are specific to the client's needs and disabilities. The gross/fine perceptual-motor component breaks the specific needs into two areas of contact--motor development and sensorimotor integration. Direct application of remediation is dependent upon which level the client is

functioning. The speech and language component encompasses the levels of pre-speech, and receptive and expressive language, pre-academic readiness, and behavior management. The psychological component provides complete cognitive and adaptive behavior testing and instruction in behavioral management techniques for handling inappropriate and disruptive behaviors. The social work component offers parental counseling, behavior management techniques, respite care programs, and home-based intervention in crisis situations. The IECIP thus offers a full interdisciplinary approach to the rural base environment through four components.

The IECIP also joins with the other support agencies in the catchment area to provide a comprehensive interagency network for complete programming to further meet the family's needs. For example, if the client and family need services from Social and Rehabilitation Services, the IECIP staff member might act as contact person for arranging appointments with professionals--such as an orthopedic physician, psychologist, etc. Other clients are referred from the interagency network to the IECIP. SRS, public health, and mental health make up over 45% of the IECIP's referral sources. Each professional service interacts with the IECIP to insure that services necessary to the families are provided. Staffings, consultations, and workshops are provided by the IECIP to continue and update the current services to the interagency network.

The actual sequence of contact with the clients and their families usually occurs as illustrated in the following example. A 14-month-old cerebral palsied infant has been referred to the IECIP. First, the intake information is taken by the secretary or professional. An appointment then is made at provision point closest to the client's home (or in the home itself, as explained earlier). This assessment session appointment is made with the professional in charge of managing the primary handicapping condition. The professional then becomes the case manager in charge of aligning the appropriate services necessary for the family. The initial assessment is the first block in building the foundation of education and therapy that the family will utilize in handling the client's disabilities. From the first contact, the case manager then decides what measure to take in the therapy and needs of the client. The client is maintained in therapy every 1- to 2-week period through the education of the parent. "Therapy" may be a misnomer, as parent education is the key to the IECIP. THe individual therapist fosters the program that the parents utilize for their child. Thus the parent becomes the therapist.

Contact between the therapist and the parents of the client is intense, with particular emphasis on educating the parents on the specific handicapping condition. The parent is the focal point of therapy. Children are not seen without their parents. The therapist determines the next area objectives but the parents train the child. The therapy period (15 - 60 min) is spent assessing progress since the previous period, developing a structured prescription, and explaining and demonstrating techniques to be used by the parents until the next session. The techniques are modeled for the parent and she/he is shaped in their use. Before ending the session, the parents are given a written plan to follow until the next session.

The home environment becomes the therapy room. The parents thus become the client's therapist, case manager and advocate. By working with parents in this manner, we more than triple our managing case loads, thus increasing the number of clients in the catchment, without a concomitant increase in numbers of professionals.

Respite Care Program

In addition to the services provided by the IECIP, the UAF's Respite Care Program offers another set of important services to parents of handicapped children in Southeastern Kansas. The purpose of the KUAF Respite Care Program is to provide those persons responsible for the care of developmentally disabled individuals with intermittent, brief periods of relief or time off from the heavy demands and constant stress of caring for their disabled child or adult. Respite care offers not only relief to the family, it provides for growth, development and normalizing experiences for the disabled individual through interaction with others in the community. It is the intent of the respite service program to reduce the need for institutional or other out-of-home placements, while strengthening the coping abilities of families and improving the quality of family life.

Since 1982, the KUAF Respite Program has provided community-based respite in the rural counties of Southeast Kansas. The substantial and rapid growth of the program demonstrates the need for community-based respite and the ability of professionals in the field of special education to recruit, train and place volunteers in temporary caregiver roles. Consequently the families can have planned time for recreation or renewal of past activities, as well as time to attend to emergencies. The two types of respite offered through the program are:

Companion/sitter service--Trained persons provide care in the disabled client's home.

Respite care home--Trained persons provide care in their homes, which are state licensed.

Recruitment. Mass media campaigns are used to recruit potential providers and inform families with disabled members about respite. Most of the campaign is conducted utilizing no-cost forms of advertising, such as a) public-service announcements through radio and television, b) news releases and feature stories in newspapers, c) interviews on radio talk shows, and d) presentations to community, church and school organizations. The only types of paid advertising used to date are a) posters announcing the respite services and upcoming provider training workshops, b) brochures describing the program, and c) mass mailings to education, social service, health care, and church personnel.

Training. Providers must be at least 18 years of age and volunteer time to train in preparation for respite. The training provided through the

KUAF Respite Program includes an all-day workshop and "hands-on" training experiences. In addition, once a family requests respite and a provider agrees to provide the care, the provider is obligated to train with that family until the family and provider are satisfied that the provider will be able to competently meet the care requirements for the disabled person. Additional requirements include health and security clearances, letters of reference, and a screening interview conducted by the Respite Care Coordinator to determine the applicant's willingness and ability to provide respite and current skill levels. Potential providers are responsible for obtaining Cardio-Pulmonary-Resuscitation (CPR) Certification through community agencies offering such training (such as the American Red Cross).

How the KUAF respite program works. Parents are asked to enroll their son/daughter in the program prior to requesting respite. This assures that the specific care needs of the disabled individual are well known so providers can be adequately trained. Once enrolled, the family calls the Respite Care Coordinator (using the toll-free number) to request respite. The coordinator then contacts a provider and arranges for the service. After the placement is agreed upon by the parents, provider and coordinator, a pre-placement visit is arranged in preparation for the respite.

Following respite sessions, providers are reimbursed for their services and both the providers and the parents are asked to complete evaluations on the placement. Payments do not occur directly between families and providers. The provider submits a bill to the coordinator and receives payment through the program. The program bills the family for the services based on the financial agreement determined when the family enrolls. A sliding scale is used to determine family fees for services.

Program funding. The budget of the KUAF Respite Program consists of two components--organizational and direct-service funding. In regard to organizational funding, the program is sponsored by the Kansas University Affiliated Facility at Parsons which supports the program in cooperation with the Parsons State Hospital and Training Center through the contribution of all organizational, administrative and supply costs. As for the direct service funding, donated monies and family fees for services are used to pay for the direct costs of providing respite to clients. This includes incentive fees to providers at a rate of $3.00 per hour for 1 - 7 hours of respite or a flat rate of $25 for each 8- to 24-hour session plus mileage reimbursement to providers who must travel out of their home community to provide respite. Providers are self-employed, contracting with the program to provide services, and are not employees of the University.

Start-up funds for the program were provided by the Frederic L. Girardeau Memorial Fund which is administered through the University of Kansas Endowment Association. This trust fund was designated to support community-based services for developmentally disabled individuals. In addition, respite services have been supported through the generous contributions of individuals, industry and community organizations, and family fees for services.

Program growth and replication of services. Respite services are now available for the families of developmentally disabled individuals in six rural Kansas counties, with 21 sitter/companions providing respite for 42 disabled clients. The number of hours of respite provided has increased from 60 hours in 1982 to 2,385 for 1985. The goal of the program is to make respite available in a 9-county area to any family with a handicapped member requesting the service. As each area is targeted for recruitment and fund raising, the initial steps for implementing and supporting the program are replicated.

Future Directions

We plan to continue our IECIP service model in the future, but anticipate diversifying in some significant ways. Many of the diversifications will be designed to meet our responsibilities as a UAF--to develop "state-of-the-art" services and to communicate our methods to a broad audience of individuals involved with handicapped children. In addition, there will be some changes related to the Respite Care Program.

One activity we will undertake in the future involves a research project designed to compare the effectiveness of the parent-directed model we have developed to the more traditional therapy model used in the public schools. While only in the planning stages, the project will involve two studies--one involving speech services and one involving motor development. Public school speech and physical therapists will treat some children using the parent-directed model and some using the traditional model. Outcome data will be collected in order to determine which of the models appears more effective.

To demonstrate the replicability of the service model, we are planning to help initiate similar services in a region of the state which we currently do not serve. Therapists and teachers in that region will be assisted in learning to provide parent-directed services by IECIP staff. We feel that it is important to determine if the philosophy and methods which we have found so effective can be used by other professionals.

Based on the results we have achieved to date, and on anticipated success in the two projects described above, we will be making an effort to communicate the details of the parent-directed model to audiences on a state and national level. We intend to attend state, regional and national conferences of professional organizations to discuss the merits of the parent-directed approach. In the future, we will be videotaping examples of our sessions with the clients and their parents to illustrate the procedures and styles we use in encouraging and teaching parents to work with their handicapped children. We are also considering the possibility of conducting training workshops for professionals attending conferences. In regard to professional journals, we intend to submit articles detailing the philosophy of the program, the procedures we use, and the results of the research project mentioned above.

Along this same theme, we feel a need to provide additional practicum opportunities for students studying speech and hearing, adaptive physical education, physical therapy, psychology, special education, etc. While we have done some such training in the past, we intend to increase the level in the future (i.e., more students and longer practica).

Still in the planning stages is a potential project designed to demonstrate the feasibility of a parent-training program for decreasing the risk of developmental delay among infants conceived, born and raised in poverty conditions in rural areas, such as Southeastern Kansas. The components of such a program would include: prenatal identification; professionals as parent trainers and consultants; parent-aides; parent-training classes; parent support group; community outings; parent competency demonstration. In addition to our current staff, this project would involve the addition of six Parent-Aides and a Nurse who would serve as the Parent-Aide supervisor and medical representative of the transdisciplinary team.

In regard to the Respite Care Program, we are seeking greater levels of community financial support for the incentive reimbursements paid to providers. While administration of the program will continue to be provided through UAF funds, we will be seeking to raise enough donations from community, civic and church organizations, industry, business and individuals to cover the funds budgeted for provider payment.

Finally, we plan to carefully review the current training program for respite providers. While most of the topic areas appear appropriate, we would like to convert the training to a competency-based mode. This would help to insure that new providers do, indeed, acquire the skills that we are attempting to teach.

In summary, we are quite encouraged by the success of our current programs and intend to continue them in much their present form. Our plans for the future include at least one systematic research project related to the effectiveness of the parent-directed approach, a replication of the service model in another region of the state, the provision of additional student practicum activities, increased dissemination activities, changes in the respite provider training program, and the development of more community support for the provider payment portion of the Respite Care Program.

Jorden, J., Hayden, A., Karnes, M., & Wood (1977). Early childhood education for exceptional children. Reston, VA: Council for Exceptional Children.

Jack Skillett, Dean
College of Education
Emporia State University 1
1200 Commercial
Emporia, KS 66801

ABSTRACT

Project for Determining the Quality of Schools in the Flint Hills Educational Research and Development Association (PDQS)

Introduction

Eminent national commission reports on the nation's public schools have prompted educators to take steps to remedy factors contributing to declining achievement scores, high student dropout and truancy rates, low student, staff, and community morale, weak administrative leadership, loosely aligned curriculum, and ineffective instruction. Several states have mandated changes to alleviate public school deficiencies by nature of quantity controls; i.e. adding more minutes to the school day and more days to the school year, increasing the number of students enrolled in courses, assigning more homework and writing assignments, and limiting the number of student extra curricular activities. Likewise, there have been state efforts to develop assessment programs to collect and analyze student data on achievement, attendance, discipline, and course enrollments in order to determine if quantity controls are having positive impacts.

The superintendents of FHERDA, like other superintendents across the nation, have realized the need to collect descriptive and quantitative data on the overall educational effectiveness of their secondary schools. Thus, the Project for Determining the Quality of Schools in the Flint Hills Educational Research and Development Association (PDQS) was conceptualized and implemented during 1985-86 to establish comprehensive and accurate profiles of the secondary schools in the participating FHERDA districts. Further, the project was designed to facilitate the establishment of school district goals for the participating secondary schools.

Specific Goals of the Program

The Project to Determine the Quality of Schools is directed toward:

1. Collecting qualitative and quantitative school-level data on variables related to instructional proficiency, parental support, and school climate.
2. Providing school districts with comprehensive school profiles of educational strengths and needs.
3. Assisting school districts in targeting district goals and developing school improvement plans to implement the goals.
4. Guiding school districts in establishing a relevant on-going self-assessment model for monitoring improvements, goals, and effectiveness.
5. Developing relevant data bases for schools/districts to use when setting priorities in the utilization of human and fiscal resources to establish improvements.

Assessment of Goals

Because the goals of the Project relate to the profiled data returned to schools, the Project's goals will be deemed successful if: (1) the schools adopt the diagnostic self-assessment process for themselves and continuously use the process in subsequent years, (2) the schools use their tabulated and profiled data to establish school/district goals, develop school improvement plans and monitor their own educational effectiveness, and (3) dialogue occurs among school staffs, administrators, and board members as a result of the profiles.

Creative and Innovative Aspects of the Project

The Project addresses problems and issues of local constituents rather than offering "advice" based on research findings by offering schools and districts an on-going and individualized self-assessment process to continually monitor their own improvements, goals, and effectiveness. The Project was designed, implemented, and guided by the cooperative efforts of a consortium, and a steering committee of representatives of all groups involved in the participating districts. The Project focuses on continuously increasing the capacities of school-level people to carry out and monitor their own change and improvement strategies.

Rural Focus and Practical Implications for Rural Education

The 21 secondary schools in the project are members of a university/public school district consortium entitled Flint Hills Educational Research and Development Association. The Flint Hills Region of Kansas is a sparsely populated area of east central Kansas with a significant number of small high schools. The average size of the high schools participating in the project is approximately 150 students.

As already noted, the outcomes of the P.D.Q.S. are based on the assumption that the more we know about the high schools in the project and the performance of students, the better we are to make decisions about how to make improvements and, more importantly, what specifically needs to be improved. Consequently, we believe the project has provided the impetus for the development of school improvement plans for small rural schools.

Further, we believe the project will provide much needed information as to whether an assessment model based on quality indicators, as already implemented in California, should be considered for adoption in a state with a substantial number of small rural high schools.

CERTIFICATION FOR TEACHERS OF THE VISUALLY IMPAIRED:
A Rural Teacher Training Project

ABSTRACT

The Administrative Unit of Union Education Service District's Regional Program, and the Regional Program's Handicapped Education Advisory Council, have identified the certification and retention of teachers of the visually impaired as a major priority for service to Region I's rural communities.

Several factors have impacted service delivery to visually impaired students living in the seven counties served by the Eastern Oregon Regional Program:

A. A nationwide shortage of teachers for the visually impaired;

B. Population sparsity (50 visually impaired students scattered within 28,000 square miles);

C. Geographical and climate barriers affecting teacher recruitment and retention;

D. A lack of certified vision teacher applicants from Oregon universities or out-of-state programs; and

E. An absence of locally accessible certification and training programs.

The goal of the two-year vision teacher training project is to provide the coursework instruction and student teaching opportunities necessary for Oregon certification as teachers of the visually impaired. Coursework instruction and supervision are provided through a cooperative effort between Portland State University vision department staff and Eastern Oregon Regional Program vision teacher staff. Funding has been provided in part by a cooperative planning council grant from the Oregon Department of Education and local district contributions.

Project participants are certified teachers desiring to change specialization fields, i.e., resource room teachers or certified teachers whose teaching positions have been eliminated through the "Reduction In Force" process, or certified teachers on the district's substitute teacher lists who have been unable to secure teaching positions within their communities.

Local access to coursework has eliminated the geographical, financial, and climatic barriers which have previously prevented teachers from re-training in the field of vision. Research indicates that teachers who are trained in their own communities

tend to remain and provide services to their communities, as opposed to out-of-state applicants who may only wish to remain in the community for a short period of time.

Participants completing the two-year program will be eligible for certification as teachers of the visually impaired and will have hiring preference for vision teacher position vacancies.

Linda Tweto-Johnson, Ed.D.
Regional Programs Coordinator
Union Education Service District
Rt. 4 Box 4778
La Grande, Oregon 97850
(503) 963-4106

CERTIFICATION FOR TEACHERS OF THE VISUALLY IMPAIRED:

A Rural Teacher Training Project

The Eastern Oregon Regional Special Education Programs under the auspices of the Union Education Service District, for La Grande, Oregon, serve students ages birth to 21 years who are visually impaired, hearing impaired, autistic, or severely orthopedically impaired. As many of eastern Oregon's schools are located in rural areas and have only one or two students with these low-incidence, high-cost handicapping conditions, the majority of the students living in the seven counties served by the Regional Program receive services from itinerant teachers and specialists.

The Regional Program's philosophy is to provide equity in state funding and service delivery to children with these handicapping conditions. The Regional Program provides the vehicle for cost effective appropriate educational services.
The Eastern Oregon Regional Program is one of six Regional Programs serving Oregon students since 1983. An on-going concern for the Regional Program's Administrative Unit has been the certification and retention of teachers of the visually impaired. The Handicapped Education Council (advisory group to the Eastern Oregon Regional Program), the ESD Superintendent's and the Special Education Directors within the seven counties of the Region have identified the certification and retention of vision teachers as a major priority for service delivery to our rural communities.

PROBLEMS

Several factors have impacted service delivery to Region I's visually impaired students:

A. A nation wide shortage of teachers of the visually impaired;

B. Population sparsity;

C. Geographical and climate barriers affecting recruitment and retention;

D. A lack of certified vision teacher applicants; and

E. An absence of locally accessible training programs.

Several of these significant recruitment/rentention factors have been documented in Helge's (1981) national study on rural teacher turnover. Helge reported that teacher turnover rates were most directly affected by low salaries, geographic and climate barriers to service delivery, certification requirements and the availability of training programs.

This nation-wide shortage of vision teachers has been felt acutely in rural areas. Rural school districts frequently have to compete with urban districts for the limited numbers of available vision teachers. Many teachers consider urban distict teaching positions more desirable because of the higher salaries, access to professional growth opportunities, and a wider variety of available recreational and social opportunities. Additionally, vision teachers aware of the availability of positions nation-wide frequently choose to spend only a year or two in a rural area before moving on to a different geographical location, which leaves districts to readvertise position vacancies. This frequent turnover of staff directly affects program continuity and on-going service delivery to students.

The population sparsity found in rural areas has a definite impact on delivery to low-incident, high-cost handicapping conditions, such as the visually impaired. Region I has 50 visually impaired students scattered within the 28,000 square miles of its boundaries. Teachers must travel long distances to serve students. Harsh winter weather conditions in the mostly mountainous areas of the Region further impede service and directly affect teacher morale. Out-of-state applicants who expect to find resource or self-contained classroom programs for the visually impaired are often disappointed in the realities of itinerant travel conditions, leading to more frequent vision teacher turnover.

Like many other states, Oregon is not alone in its concern for the lack of certified vision teacher applicants. Parsons (1986) reported that there are few vision teacher training programs within the United States and even in states, such as California and Texas, with large training programs shortages remain. Oregon's vision teacher training program at Portland State University graduates three to five students annually, but its program is unable to meet the existing need for vision teachers within the state. As Parsons (1986) further pointed out, the high demand for vision teachers does not generate large class enrollments in the vision teacher training program when teacher shortages also exist in other areas of special education.

Access to teacher training programs in rural communities has seriously affected programs for visually impaired students. Few teachers are willing to travel 250 miles or more to Portland for

vision teacher training coursework , particularily during the harsh winter weather. Many teachers are unable to leave families and current employment to participate in teacher training programs, even when financial assistance for on campus programs is available.

SOLUTIONS

Teacher training programs which provide local access to vision certification coursework eliminate the geographical, financial and climatic barriers which have previously prevented teachers from retraining in the field of vision. Research (Tweto-Johnson, 1984) indicates that staff who are trained in their own communities tend to remain and provide services to their own communities, as opposed to out-of-state applicants who may only wish to remain in the community for a short period of time.

GOAL

The goal of the two-year vision teacher training project is to provide the coursework instruction and student teacher training opportunities necessary for Oregon certification as teachers of the visually impaired.

This two- year program was made possible through the cooperative efforts of Portland State University Vision Department staff, Eastern Oregon Regional Program Administrative Unit staff and the Oregon Department of Education.

PARTICIPANTS

Participants for the training project are certified teachers living within the seven counties served by Region One. An informational flyer describing the vision training project was distributed by the Special Education Directors and ESD Superintendents to all schools within the Region. The training project targeted as participants those teachers desiring to change specialization fields, i.e. resource room teachers desiring a change within special education areas, or certified teachers whose positions had been eliminated through the "reduction in force" process, or certified substitute teachers who had been unable to secure teaching positions within their own communities.

FUNDING

Funding for the training project was derived from two sources: The Administrative Unit successfully competed for a $3500 Cooperative Personnel Planning Council (CPPC) grant from the Oregon Department of Education, and also utilized $500 of local district contributions for the project.

CPPC grant funding provided trainer/consultation fees, trainer per diem costs, actual trainer travel costs (airfare and mileage for airport pickup) and a small amount for supplies and materials. Local funds were used to assist in the community awareness and inservice training efforts for vision teacher aides, parents and other community members as a part of the total training project.

PRELIMINARY PLANNING

Prior to applying for CPPC grant funds, the Administrative Unit discussed the possibility of a local vision teacher training program with the Portland State University vision staff and Special Education Department staff. The Portland State staff provided input with regards to Oregon certification coursework requirements and actively participated in the project planning to create a viable rural training project.

With the formal notification of CCPC grant funds for the project, the Administrative Unit and Portland State continued to work cooperatively to bring the training program to reality in eastern Oregon. The Portland State Continuing Education Department Director eased hurdles encountered with PSU registration requirements for off-campus coursework and also worked with the college of education dean to make the Regional Programs vision staff temporarily PSU adjunct faculty members for the duration of the teacher training project. This assured local expertise and input as well as providing the means for completing the remaining coursework after the completion of the grant funding.

Additionally, Portland State eased the minimum student enrollment requirements from 20 students to 12 students taking into account the smaller number of course participants in a rural area. Without this assistance and committment to the training project, the coursework could not have succeeded. Instructor fees were paid out of revenues generated by the individual course enrollments. Portland State instructors generously offered to provide the instruction for a reduced fee. Regional Program vision staff were also paid small instructor fees based on enrollment revenues.

SEE PAGE 4 FOR PROJECT PLAN
SEE PAGE 5 FOR PROJECT ACTIVITIES
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PROJECT PLAN

ACTIVITY I - Project Information Dissemination
TIMELINE - October, 1985
OUTCOMES - Interested participants will return applications to Union ESD Regional Program for training session planning.
EVALUATION - Participant selection and scheduling of sessions
FOLLOW-UP - An introductory session outlining the training project, course of study, project requirements, practicums, etc., will be held prior to initiation of coursework.

ACTIVITY II -Coursework offered
TIMELINE - November, 1985 July, 1987
OUTCOMES - Completion of Portland State University coursework
EVALUATION - Participants required to maintain a C average. Participants will adhere to course work syllabus and requirements. PSU faculty and adjunct faculty will evaluate progress on quarterly basis
FOLLOW-UP - Region I vision staff and Coordinator will provide supervision of practicum courses and advise PSU faculty of participants' progress

ACTIVITY III-Community awareness
TIMELINE - November, 1985-August, 1986
OUTCOMES - PSU faculty and Region I vision staff will provide community awareness sessions for vision teacher aides, parents and community members
EVALUATION - Attendance figures for awareness sessions
FOLLOW-UP - Region I vision staff to continue to disseminate information about visually impaired students to interested community agencies through presentations, newsletters and media

ACTIVITY IV -Certification
TIMELINE - August, 1986 July, 1987
OUTCOMES - Participants completing all coursework and practicums will apply for Oregon vision teacher certification - TSPC
EVALUATION - Applicants will receive Oregon vision teacher certification
FOLLOW-UP - PSU faculty will assist applicants in the certification process

ACTIVITY V - Vision Teacher Assignments
TIMELINE - 1987-88 school year
OUTCOMES - Training project, certified applicants will receive hiring preference for vision teacher vacancies
EVALUATION - Existing position vacancies for certified vision teachers to be filled from project participants

FOLLOW-UP - Applicants for participants who were not hired will remain on file with preference given for additional vacancies. These applicants will become the basis of a vision cadre to provide inservice training on visually impaired students in the areas of identification/evaluation and to participate in the multidisciplinary team IEP development as needed

PROJECT ACTIVITIES

I. Develop a course of study through Portland State University to meet Oregon vision endorsement requirements.

II. Identify instructors from Portland State University and Regional Program vision staff. Work out details regarding minimum enrollments, registration requirements and instructors fees.

III. Identify Region-wide those certified elementary and secondary teachers interested in retraining and certification as teachers of the visually impaired.

IV. Provide the coursework within Region I (weekend classes combined with summer session). All coursework necessary for endorsement may be completed within a two-year timeline.

V. Applicants completing endorsement coursework apply to TSPC for Oregon certification.

VI. Administrative Unit interviews and hires qualified project participants as positions open.

VII. Applicants not immediately hired will provide a cadre of trained vision educators to provide inservice training and

PROJECT COURSEWORK TIMELINE

YEAR I

February - March 1986	SPED 510	Instruct Models/Methods (Regional Programs Vision staff instructors)
April 1986	SPED 510	Educ of Vis Impaired (Portland State instructor)
June 1986	SPED 531	Implications Vision Problems (Portland State instructor)
	SPED 510	Clinical Evaluation (Testing Methods) (Portland State instructor)
	SPED 509	Clinical Practicum (Testing Methods) (Portland State instructor)

YEAR II

Fall 1986	SPED 520	Prescriptive Teaching (Regional Programs Vision Staff Instructor)
Winter 1987	SPED 510	Braille System 1 (Portland State instructor w/Regional Vision Staffinstructors)
	SPED 521	Behavior Mgmt (Regional Program vision staff instructor)

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Spring 1987	SPED 510	O/M For Classroom Teacher (Regional Programs Vision staff instructor)
Summer 1987	SPED 509	Student Teaching: Vision (Portland State Instructor w/Regional vision staff instructors)

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RESULTS

During the course of the 1985-86 school year project coursework for year one was provided through weekend sessions (three Friday nite/Saturday combinations for each course offered) spread throughout each quarter, and in a two week summer session. Participants in the two-week summer session enrolled concurrently in three courses (SPED 531, SPED 510 and SPED 509) and attended classes daily from 8:00 a.m. to 5:00 p.m. to meet PSU contact hour requirements. Immediately following the two-week summer session students completed the practicum course requirements under the supervision of Regional Programs vision staff. Coursework instruction and supervision are provided through a cooperative effort between Portland State University vision department staff and the Eastern Oregon Regional Program vision staff.

One distinct advantage to a teacher re-training project is the level of skill participants bring to the project. As certified teachers the participants generally have solid skills in the essential elements of instruction and some are already familiar with the special education instructional process. The condensed coursework provided by this training project is a challenge for any student, and the certified teachers enrolled in the project are active participants with excellent ideas for instructional techniques and methods. Projects generated by the group to meet coursework requirements were often "snapped up" and utilized by the Regional vision techers for use with their own students out in the field. The training project participants exhibited a high level of committment to the project (many drove 2 hours or more to reach the coursework sites) and a desire to continue with the second year of the program.

The CPPC grant funds are designed to provide local inservice training opportunities for a period of one fiscal year. The course of study created by the Portland State staff enabled the project to provide the majority of the PSU coursework during the grant funding period. For the second year the coursework will be offered with Regional Programs vision staff as the main instructors. Portland State staff have generously offered their time and talents to consult with project participants and Regional Program staff for the remainder of the project. This cooperative consultation and instruction arrangement has been instrumental to the success of the project.

Portland State staff have seen first hand the dilemmas of providing services in rural areas and have committed themselves to assisting the project. The Regional Programs vision staff have had an opportunity to showcase their own talents and

teaching skills while providing participants with an orientation to the realities of an itinerant position in rural communities. Participants have had an opportunity to increase their professional growth skills and enhance their employability opportunities within the communities they have chosen for their homes.

FUTURE CONSIDERATIONS

I. One problem encountered with the training project has been the lack of available funds for tuition stipends or scholarships for off-campus participants. At the beginning of the project 30 teachers expressed in interest in the teacher re-training project. The opportunity to complete locally the necessary coursework in a two year period was a powerful drawing card. Unfortunately, many of the interested teachers were currently unemployed and could not afford the tuition costs for the project. Vision teacher scholarships were not available for off-campus courses and the CPPC grant funds could only be used for trainer/ consultant expenses. As a result, only 12 participants were able to enroll in project coursework.

Agencies considering a vision teacher re-training project must also consider locating funds for tuition stipends for participants. Some districts provide partial reimbursement for approved coursework. Districts may also consider working cooperatively with other districts to provide tuition stipend funds while working with their own State Department of Education programs for assistance in developing a vision training project to meet the needs of their rural communities.

II. Teachers completing the eastern Oregon two-year re-training project will not be available for the classroom until the 1987-88 school year. To meet current teacher vacancies the Regional Program provides several vision teacher aides as funds allow. The teacher aides are either assigned solely to one visually impaired student, (and are supervised by the itinerant vision teacher) or, vision teacher aides may be travelling itinerant aides also supervised by the itinerant vision teacher. With the completion of the training project, the Regional Program expects to have several certified teachers ready to apply for vacant positions.

III. The number of project participants who will be certified by the end of the two year project will probably exceed the number of available position vacancies. Certified training project applicants will receive hiring preference for all vision teacher vacancies. This will reduce the costs for

out-of-state applicant searches, position vacancy advertising, and travel costs for out-of-state interviews with vision teacher applicants. All training project participants not hired will remain on file for future vacancies.

In addition, training project applicants who were not hired form the basis of a vision specialist cadre to provide inservice training, provide assistance to the local districts in the areas of identification/evaluation, methods and materials for the regular classroom, and as participants in the multidisciplinary team for IEP development as the need arises.

IV. The methods for coursework presentation are not limited to weekend/summer sessions utilized by this training project. Teleconferences, videotape courses (Parsons, 1986, Tweto-Johnson, 1985) and other innovative scheduling/presentation approaches are also useful to training project planners. Cooperative training ventures with state and local community resources, colleges and universities and local district personnel are only as limited as the time and funding constraints of the project.

CONCLUSION

Eastern Oregon's vision teacher training project is a viable solution to current shortages for teachers of the visually impaired. The project's overall administrative low cost combined with local access for certification coursework has assured the availability of vision teachers to meet current and future needs.

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Joyce Beam, Project Director
Charles County Public Schools
P. O. Box D
La Plata, Maryland 20646

Dr. Peter Bielski, Project Evaluator
239 Cape St. John Road
Annapolis, Maryland 21401

Effective Transition Strategies for Rural Handicapped Youth and Adults

The transitioning of handicapped students from school to adult life has become a national priority. Problems influencing successful transitioning have been identified by a number of noted researchers and focus on the areas of existing gaps in interagency cooperation, lack of in-school work related programs, and insufficiency of follow-up services. The problem of transitioning for disabled youth and adults in rural areas also reflect these concerns, but additional issues as well. Problems unique to rural areas include: no match of curriculum content to life in rural areas, the lack of transportation systems available, employment opportunities limited in number and diversity, and higher costs of related services as compared to urban areas, due in part to travel requirements and limited personnel resources.

This session will review the research and findings of a federally funded local transition project. The project, "Training for Effective Transition" is a non-categorical community based training system for post-secondary handicapped adults residing in a rural area.

The Project serves as an extension of the in-school career-based training by providing comprehensive transition programming in the areas of job support, job placement, continuing education, and networking clients to the county adult service agencies. It endeavors to insure that clients with educational handicaps are provided cohesive support in order to more quickly and comfortably access adult service programs and job placement. The project offers three strands of service using a case management approach. These strands include Job Placement Service, Job Support Service and Network Service to other agencies. Extensive community support from related agencies and employers has been elicited. Citizen advocacy and job coach training have been provided to the community by the Project Staff.

During the first phase of the project, specific skills and competency areas were identified as essential factors in the success of a handicapped individual moving toward a productive adult life. The competency areas identified were employment skills, mobility, accessing services and personal/social skills. An individual service delivery plan is developed jointly for each client between the Project and the other adult agencies involved. In addition to this plan, an interactive vocational assessment model is employed insuring the assessment is ongoing and directly related to the client's interests and abilities. Life-long, ongoing career planning is an emphasis for each client.

It is the philosophy based on the experience of the project staff that transition programming represents a part of the necessary continuum of services for successful change into adult life. Successful transitioning into the community must include on-side community based experience and in-school related instruction. Only when this process has begun at an age prior to the exit of school can "time-limited" services become a reality for the disabled.

This project has demonstrated its effectiveness not only as a provider of essential services for the handicapped but as a cost effective program. Many clients have been serviced by the case management approach as opposed to the day programs to which they otherwise would have been relegated. The results of this service delivery has resulted in 55% of the clients accessing employment in the competitive work force with an 81% job retention rate. This far exceeds the national norm where, according to a 1984 study conducted by the American Council for Rural Special Education, of rural disabled students who had exited high school, only 14% were in post-secondary job training programs and 23% in integrated employment settings. The largest percentage, 63%, were placed in segregated settings such as sheltered workshops, group homes, institutions, or with parents. "These findings serve to emphasize the serious significant national problems related to transition from school to working life for rural students with disabilities" (Helge, 1984).

Results of both formative and summative evaluation data have indicated several critical factors in establishing effective rural transition projects. These factors include:

1. Curriculum Content
2. Collaboration of Resources
3. Business/Industry/Citizen Advocacy
4. Family Support

Rural areas are facing the transition issue as our disabled youth exit the public school system. Productive adult life for the handicapped and the creation of positive attitudes by the community towards these adults are common goals in all rural areas.

The disabled youth and adult in rural areas face problems which must be addressed at the local level. Specific questions need to be addressed by education, business, parent, and citizen groups and a needs assessment developed to aid in the transition process. Possible avenues for improved service delivery need to be explored as a collaborative community effort.

The following areas need particular attention and should be fully explored before transition programs are implemented:

1. Does the school curriculum realistically prepare the student for adult life in this community in terms of leisure, housing, and employment?
2. Are there existing vehicles for cooperative service delivery by adult service providers?
3. Who is responsible for follow-up services to both the disabled adult and his/her family?

4. Have community members been made aware of needs of the disabled adult in terms of employment, housing, leisure, and personal-social experiences?
5. Have parents been provided the necessary information to assist the student and adult in identifying transition needs and subsequently, developing the transition plan?

The disabled youth and adult will face many unforseen challenges as they exit the school program. We as service providers must develop transition programs with realistic goals and coordinated community services to assist them in reaching their fullest potential. The future holds promise for the disabled if we can overcome existing barriers to a fully mainstreamed adult life. This is the challenge facing advocates of the handicapped.

Exploration of an Ambiguous Culture: Conflicts facing Gifted Females in Rural Environments

Audrey M. Kleinsasser
Department of Educational Psychology and Research
2 Bailey Hall
the University of Kansas
Lawrence, Kansas 66045

Paper presented at the annual conference of the National Rural and Small Schools Consortium
Bellingham, Washington
October, 1986

Audrey M. Kleinsasser
Department of Educational Psychology and Research
2 Bailey Hall
the University of Kansas
Lawrence, Kansas 66045

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INTRODUCTION

The identification of children and youth for participation in special learning opportunities categorized as gifted education presents a paradox for female students in rural environments. On the one hand, girls are encouraged to pursue academic and/or professional opportunities usually available and ultimately achieved only by leaving their communities. On the other hand, those goals are the very antithesis of what is prized in rural America: the maintenance of a stable and conservative educational, religious, and social life. For bright females, what begins as an ambiguous message becomes a dilemma of almost staggering proportions. The conflict is primarily one of values: expectations for those who are bright and promising versus expectations for females to uphold the status quo. Gifted education, particularly if its focus is generalized, often contributes to the conflict.

This paper presents the hypothesis that educational and social requirements of gifted, rural females are not only different from those of gifted females in urban settings, they are significantly different from the educational and social

requirements of their male peers. Necessarily, generic admonitions characterizing gifted education must be analyzed and restructured for implementation in geographically isolated communities where inherent value structures must be respected and understood.

GENERIC ADVOCACY OF GIFTED PROGRAMMING

A review of the literature reveals that advocacy of the gifted is indeed a blanket or generic mission (Bradley, 1983; DeLeon & VandenBos 1985; Dubner, 1984; Gallagher, 1983; Ginsberg, 1984; Ginsberg & Harrison, 1977; Mitchell, 1981; Steinbach, 1981). There is little, if any, specific advocacy information for parents or educators of gifted minority group children (Asian American, black, hispanic, Native American) let alone female members of those minority groups. This might underscore the point that an anti-elitist attitude toward gifted education, as pointed out by James Gallagher in A Model of Advocacy for Gifted Education (1983), is a contributing factor. Since gifted education is not a priority of American education or society, promoters avoid weakening those efforts by creating even smaller subgroups with substantially less political clout.

While demonstrating political savvy, that position will serve neither gifted females in general nor gifted females in rural educational settings. Howley, Howley, & Pendarvis (1986) found that girls, despite aptitude, often fail to persevere in subjects like math which is perceived to be part of a male

domain. According to Eccles (1985), contributing to the drop out rates of girls in a subject such as math, is a failure on the part of girls to see math as relevant to their futures. Eccles maintains, "In this, girls reflect society's different aspirations for males and females. It should not be surprising to find that gifted girls are more likely than gifted boys to suppress their ability rather than risk displeasing teachers and peers, especially in a society that teaches girls that it is important to please people" (p. 358).

Lita Linzer Schwarz (1980) argues that reconciling academic interests and education with the areas of excellence traditionally seen by society as sex role appropriate for women constitutes a major conflict for bright females. Schwarz contends that achieving girls are taught early to be invisible. In small, rural schools, however, even being invisible requires an effort.

In an interesting case study of Maine youth, ages 17-24, despite the fact that girls did better in high school and more of them went on to school, Donaldson (1984) reports this troubling conclusion: "In general, these young women felt that they had been unrealistically encouraged to pursue impractical educational ends by parents and the high school. Cutting back on these aspirations and shifting to more functional training has both allowed them to get to work sooner and to settle in 'Sawyer' without foregoing the type of job for which they were trained" (p. 8). Of the five girls that went on to school in Donaldson's group, only two finished.

Gifted females don't always receive the interest and encouragement from adults that Donaldson relates. In a study conducted in a small, rural Kansas district, Anderson and Kleinsasser (in press) surveyed inservice interests of elementary and secondary teachers. While 83% (n=42) of all teachers wanted to learn more about incorporating gifted education into the regular classroom, less than 5% (representing two secondary teachers) were interested in learning more about the particular needs of gifted girls in educational settings.

OUT MIGRATION OF FEMALES FROM RURAL AREAS

A recurrent theme in the research literature relative to rural environments is the phenomenon of females leaving (Amodeo et al. 1983; Clarenbach, 1977; Chu, 1980; Donaldson, 1984; Dunne, 1979; Hausmann, 1985). Bright females in rural areas have three difficult choices: abandon goals and aspirations that are unattainable within the confines of rural life; adapt and downplay them; or migrat out to pursue them elsewhere. Women appear more likely to migrate than the men in Donaldson's case study (1984): "Opportunities to leave appear to favor the departure and perhaps the developmental diversity of rural women" (p. 5). It is a case of survival of the culture, and its standards versus the individual and her (or his) potential. Heightening those decisions to stay or go are intensified sex-roles for rural girls and women.

PRESSURES TO MAINTAIN SEX-ROLE STEREOTYPES

Maintaining stricter sex-role stereotypes is a pressure gifted, rural females face more so than urban or suburban counterparts. Marrying early or feeling the imperative to marry does not seem to be as intense for urban females (Chu, 1980; Dunne, 1979; Donaldson, 1984). In Donaldson's study, 75% of the females were married or 13% engaged. Marriage is "important to the sense of maturity within the community". The literature supports the generalization that rural women tend to be family oriented, marry sooner, stay married, have more children, and perceive sex roles in very traditional ways. Donaldson (1984) reports that the unmarried Maine women of his study suffered under the "burden of spinsterhood". Women are the mainstays of organizations that preserve community institutions (e.g., church, 4-H, the PTA, the Grange). They are, in essence, the keepers of the culture (Chu, 1980; Dunne, 1979). Despite the fact that rural farm and ranch women are often depicted as "partners", working along-side husbands and sons, Chu (1980) found them to be more traditional in sex-role ideology than non-farm rural women.

VALUES CONFLICT AND THE PSYCHOLOGICAL CONSTRUCT OF ANDROGYNY

During the past decade, the issue of sex-role stereotyping has provided interesting discussion in both lay and scholarly journals. Some of the most provocative research revolves around the psychological construct termed androgyny (Bem, 1974). Current gifted education literature cites androgyny as a charact-

eristic not only gifted and creative persons (particularly females), but of their parents, especially mothers (Glaszer & Dusek, 1985; Helson, 1976; Marsh & Myers, 1986; Overton & Meehan, 1982; Rotter & O'Connell, 1982; Scher, 1984; Tysse, 1982). Therefore, the proponents of gifted education also become the proponents of psychological androgyny, suggesting it to be the panacea for bright females who want to live beyond female-typed experiences. It, too, is a promise that needs to be carefully studied and well-understood before receiving blanket approval.

According to its operational definition, androgynous persons exhibit more of both masculine and feminine traits than sex-typed persons. Males demonstrating androgynous behavior, for example, might be more nurturing and more sensitive than males exhibiting agressive, emotion-less, independent behavior. Females who are androgynous might demonstrate independence and autonomy rather than dependence or "people pleasing" behaviors (Schwarz, 1980; Weiner and Robinson, 1983).

In short, the construct suggests that an androgynous person, whether female or male, is a superior human. She or he is more flexible and adaptable, enjoys better psychological health, has higher self esteem, is more tolerant of ambiguity, and is better adjusted (Taylor & Hall, 1982). The person's repertoire of possible behaviors is simply larger since s/he is psychologically more complex. It is important to note, however, that psychological health is typically defined in masculine terms in American society. Therefore, as long as success has a

masculine or instrumental connotation, both males and females who exemplify those traits will be successful and, by definition, be psychologically healthy.

Androgyny research presents an interesting agenda for cognitive psychologists as well. Cognitive development seems to correlate with sex role development, according to Tysse (1982). More cognitively advanced children recognize that one sex can maintain both feminine and masculine characteristics. Tysse maintains that cognitive development is also related to vocational perception. Therefore, it is understandable that proponents of gifted education, particularly advocates of female achievement, would find in androgyny a seemingly perfect solution to sex-role stereotyping that limits if not forces choices for persons of both genders.

For rural girls, however, androgyny really means that they must be facile in demonstrating sex-role specific tasks already pronounced in rural culture both in and out of academic settings, as well as exemplify what is most prized about being masculine: to be competitive, ambitious, individualistic, self-sufficient, willing to lead. It begs the question, are we encouraging females to be androgynous or are we encouraging them to be masculine?

Encouraging androgyny in females and males as well as promoting it in parenting styles poses several moral and ethical considerations. If androgyny is touted as a solution, particularly for bright females, are we participating in the perpetu-

ation of societal condition that needlessly pressures females while continuing to over-value instrumentality and/or masculinity? If we don't, are we handicapping females who choose, for whatever reason, to pursue male-dominated professions?

SELF ESTEEM OF SCHOOL AGE FEMALES AND RURAL FEMALES

In the main, comparisons of adolescent self-esteem and sex role perceptions with respect to academic achievement favor boys (Robison-Awana, Kehle, Jenson, 1986). Studies by Fox (1976) and Gallagher (1967) as discussed by Howley, Howley, and Pendarvis (1986) also support lesser confidence levels of girls in their ability. This suggests that gifted girls might feel less secure, attributing failure to lack of ability. Eccles (1985) writes that girls, especially high ability girls, attribute acquired skill, diligence, and efforts as more important causes of math success than do boys of equal attainment. Boys rate natural talent as a more important cause of their math success. Also, gifted girls are more likely than gifted boys to underrate their talents, thereby passively participating in their own invisibility.

Eleanor E. Maccoby, a social development scholar, cites a series of studies completed by Dweck and colleagues on failure attribution (1980). Typically, females are more likely to experience learned helplessness than males. If males fail to succeed, they attribute it to a lack of effort--they did not work enough. Females attribute failure to a lack of ability.

The contribution of teachers to this socialization is important to consider:

> When boys turn in poor work, teachers are likely to scold them for lack of effort, for not paying attention, for sloppiness. The message is: "If you would only stop fooling around and get down to work, you could do very well." Teachers seem to make the assumption that girls are already trying as hard as they can. When a girl makes a mistake, the feedback from the teacher is "You didn't get it right even though you tried," and the implication is that the girl can't get it right--that she lacks ability (pp. 288-289).

While research findings are not conclusive, there is some indication that the self esteem of rural females is less than that of urban females and of rural males. Schlichter, 1981, characterizes rural youth as having generally lower self esteem, lower levels of aspirations, and frustrated with instructional programs that are not relevant to students' interests and environment. In a study of Georgia fifth and sixth graders representing a full range of achievement, ability, socio-economic-status, and race, Berryman and others (1983) sampled students from three elementary schools in a rural county. Females had significantly lower self concepts than males in both the fifth and sixth grades as defined by the Piers-Harris measure of self esteem. Girls had significantly lower cluster scores on physical appearance and attributes, anxiety, popularity, and happiness and satisfaction. In another study, Peterson et al. (1978) administered the Offer Self-Image Questionnaire to 127 randomly selected high school seniors of both sexes in a middle class, midwestern, rural community in an economically

depressed area. Adolescent girls had a significantly poorer image than boys while younger girls had poorer images than older girls. Rural girls of all ages had a more negative self image than urban girls. The authors contend that the nature of the community is an important variable along with sex and age with respect to self concept: "Rural family atmosphere, often devoid of hope, accomplishment, and pride could easily cause low self esteem.....realistic hopes for a satisfying and fulfilling future are not within reach" (p. 15). Interestingly, the writers draw an analogy between the lack of hope rural children face and that of inner city youth. Clearly, gifted education specialists as well as parents and general educators must understand, monitor, and assess the varying levels of self esteem that bright, rural females demonstrate. It would also suggest an important area of concern for guidance counselors.

THE ROLE OF GUIDANCE COUNSELORS

The issues presented thus far--selecting appropriate career goals, addressing the issue of self esteem, dealing with male typed sex-roles, female typed sex-roles, androgyny--suggest that gifted girls might benefit from the intervention of school counselors. Data relative to counselors and the gifted, whether female or female and rural, is sparse. According to a 1977 report by the National Advisory Council on Women's Educational Programs, seeking assistance from a guidance counselor might thwart progress for females. According to these figures,

(now nearly ten years old) counselors were predominantly white and male and biased against women's attainments. This socialization and sex-role stereotyping leads to qualitative and quantitative differences in self-concept between men and women. Counselors also held negative expectations for females and for minorities. Additionally, and probably most importantly, the theoretical underpinnings of counselors, tests, surveys, and career materials were sex biased. Males were depicted as active, females as passive. Finally, male and female counselors were found to be biased against women entering male fields.

In a more recent study, but consistent with the 1977 data, Eccles (1985) reports that in general, counselors do not encourage either girls or boys who want to pursue non-traditional fields. Counselors actively discouraged accelerated math for girls (80%) as opposed to discouraging males (9%). This is an important finding, "given the omnipresence of gender role prescriptions regarding appropriate life choices for females. Parents, teachers, and counselors must actively encourage gifted girls to develop non-traditional roles" urges Eccles (p. 291). Despite yet another generalized admonition, (especially when compared to Donaldson's findings that girls are encouraged to achieve unrealistic goals) it is important for gifted females, parents, and other educators to recognize that some guidance counselors seem to be poor sources of encouragement. Older girls serving as mentors seem to provide better sources for younger females interested in math and physical science careers.

RECOMMENDATIONS

According to Eccles (1985), in a provocative essay analyzing value issues and career choices of bright females, the right question probably isn't even being asked. Rather than wondering why gifted females aren't like gifted males (in as much math, science, computer-related study), Eccles asks: Why do bright females choose what they do, e.g., not to take math courses, not to participate in male-dominated professions, not to compete? These questions are especially pertinent in the analysis of bright, rural females who clearly have potential but opt for seemingly lesser academic goals.

Gender roles define what one should do with one's life to be successful in a particular role. Out of a complex set of both psychological and sociological forces, gender role differences result in 1) the internalization of those roles; 2) the assessment by individuals of which jobs and roles are realistically available; and 3) both the overt and subtle forms of discrimination operating in educational and occupational institutions. Eccles points out that another way of defining the value of a task for females or males is through expense: the cost of anticipated anxiety, the fear of failure, the loss of time and energy for other activities, especially with respect to long term activities. Four areas of decision-making that guide achievement attainment might include the following:

1) one's expectations for success;

2) the relation of perceived options to both short and long range goals and one's self identity and basic psychological needs;

3) the individual's gender role schema;

4) the potential cost of investing time in one activity rather than another.

A key to any successful educational delivery model for bright females in geographically isolated areas hinges on these four decisions. Most importantly, for any rural educator or program planner is a respect for rural values and the necessities of rural life.

The following specific recommendations are warranted based on the research literature:

1. Verbal and non-verbal messages of all school personnel, should be monitored. Administrators observing classrooms, teaching styles, and learners' actions, should be attuned to question asking strategies of teachers. Do teachers respond differently to females than they do to males? Are females coddled and males challenged to "figure it out on your own"? Supervisors can help teachers become aware of their own biases and behaviors. Inservice materials are available from the National Education Association, book companies, plus various institutes promoting equity issues that school personnel might view in group or individual format. Administrators should neither tolerate nor support inappropriate and potentially illegal practices. Additionally, office personnel, custodians,

coaches, and bus drivers should know that they, too, are significant role models for all students.

2. Competitive activities, particularly extra-curricular activities relating to time-dated sports should be down-played. Life-time sports such as bowling, tennis, swimming, biking, hiking might be more in the long-term interests of individuals as well as communities. The long-term effects of gifted education programming options such as Olympics of the Mind, Future Problem Solving, and one winner-take-all science fairs or academic challenges are not known. If offered as options, they should be monitored and promoted with caution.

3. Pre and inservice activities of school staff characterized as blanket or generic presentations might be of limited value. More realistic and helpful to teachers (and ultimately students) is one-on-one assistance in curriculum development for gifted students, particularly females.

4. Teachers and administrators should monitor various notices sent home with children. Are both fathers and mothers invited to homeroom activities? Can those activities be scheduled so both parents might attend? Are pairs of parents or fathers encouraged to assist elementary teachers in chaperoning out-of-school events or are "room mothers" scheduled to serve? Can senior citizens of the community who reflect traditional and non-traditional life styles assist?

5. Teachers should avoid programming options for gifted girls that isolate them or require them to work strictly on an

independent basis. Instead, activities for pairs of students or small groups should be planned. There is a small body research (Fox, 1977; Kravatz, 1984) indicating that all-female classes in math and science promote higher achievement in females, especially if the teacher is a female. Can women from the community or nearby businesses serve as models or mentors to females interested in male dominated fields? This might be especially important if there are no female teachers to serve as models. Some research suggests that the confidence levels of females are boosted in single gender settings. Are there opportunities for science or math clubs (instead of competitions)?

6. Do teaching and learning materials reflect realistic, relevant roles for both men and women? Are there opportunities for female classroom speakers and guests to model traditional and non-traditional roles, occupations, and professions? Teachers and administers should monitor the type of presentation and the gender of the presenter. Is there a stereotypic representation of classroom visitors: powerful, male authority figures such as firemen, policemen, bankers, lawyers, and doctors? Do nurturing females share travelogues and slide shows?

7. Are counselors sensitive not only to the values of rural life but also to the ambiguities inherent in advanced educational opportunities for females and males? Do guidance counselors offer unbiased information promoting realistic but equitable career choices for females and males? Are materials

and test instruments up-to-date and unbiased?

8. Are the strengths rather than weaknesses that characterize rural females and males highlighted? Rural youth tend to be logical thinkers and problem solvers. They become frustrated when formal education is not relevant to real-world needs (Schlicter, 1981). They are sensitive to injustice and interested in people and their activities rather than things. Are there opportunities to enhance and further develop the astute social intelligence of rural youth and their heightened responsibility for the community?

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Patricia Kells
Fran Lee
Kansas State Dept. of Education
120 East 10th Street
Topeka, Kansas 66612

The State Department of Education's Role in Inservice and Preservice to Assist The Special Education Paraprofessional in Rural Kansas

This presentation will begin with a 19-minute slide-synchronized documentary filmed in six rural areas of Kansas which describes the unique contribution the special education paraprofessional plays in the delivery of quality services. Two Kansas State Department of Education specialists (one of whom works in providing inservice to these paraprofessionals, the other works in coordinating community college programs for paraprofessionals) will then describe a statewide training network which includes both an inservice facilitator model and preservice offered by the nineteen Kansas Community Colleges. A second 28-minute slide-synchronized presentation will provide specific examples of the college programs.

Components of the programs to be presented are: management, course and program development, evaluation, and media resources. Participants will be provided on-going opportunity to interact with the presenters.

Handout materials will include: brochures used to recruit students into the college programs; examples of core college curricula; examples of inservice training sequences, and the inservice permit system as well as the compliance process used to assure that the paraprofessionals receive the state-mandated inservice hours.

Form 0-03-04-124

STATE OF KANSAS

STATE BOARD OF EDUCATION

SPECIAL EDUCATION PARAPROFESSIONAL PERMIT

_____

(NAME OF PARAPROFESSIONAL)

has successfully completed the requirements of a special education paraprofessional as stipulated by the State Board of Education.

* Paraprofessional I Permit _____

* Paraprofessional II Permit _____

* Paraprofessional III Permit _____

_____

(Coordinator of Special Education Paraprofessional Programs)

* requirements on back

_____

(Special Education Administration)

White-Paraprofessional Copy; Blue-LEA Copy; Pink-State Copy

EIGHTH ANNUAL STATEWIDE PARAPROFESSIONAL CONFERENCE

April 10, 11, 1986
Downtown Ramada Inn
420 East Sixth Street
Topeka, Kansas

Partners in Learning
PARAPROFESSIONALS · STUDENTS · ADMINISTRATORS · PARENTS · TEACHERS

Thursday, 2:00 P.M.-9:00 P.M.
(Registration 9:00 A.M.-7:30 P.M.)
(Hotel Reservation Must be made by April 4, 1986. You must indicate that you are with the Paraprofessional Conference to receive a conference room rate.)

Administrators, Teachers, and Other Guests Welcome During Thursday Afternoon and Thursday Evening Sessions

KANSAS STATE DEPARTMENT OF EDUCATION
Special Education Administration
Fran Lee and Phyllis Kelly, Coordinators

CONFERENCE KEYNOTE PRESENTERS

Thursday evening, April 10, 1986
"Para-Teacher Relations"
Dr. Richard White
Department of Curriculum and Instruction
University of North Carolina
Charlotte, North Carolina

Friday morning, April 11, 1986
"Effort Leads to Success"
J. Margo Buscher
Behavior Consultant
McPherson County Special Education Cooperative
McPherson, Kansas

Thursday, April 10, 1986

REGISTRATION: 9:00 a.m. - 7:30 p.m.

FIELD TRIPS: 10:00 a.m. - 1:00 p.m.

EARLY BIRD SESSIONS:

2:00 p.m. - 4:30 p.m. - Lynn Rubright, internationally known storyteller, will present a special session on Storytelling in the Classroom to promote oral, writing, and other communication skills. Lynn uses movement, music, art and drama to make stories "come alive."

4:30 - 5:30 p.m. - Dr. Kay Bull and Dr. Imogene Land, Oklahoma State University, will have an adaptive materials exhibit and do a special presentation entitled "The Adaptive Approach to Materials Development for Teaching ALL Exceptionalities."

EVENING SESSION: 7:30 p.m. - 9:00 p.m.

RECEPTION: 9:00 p.m. - 11:00 p.m.

Friday, April 11, 1986

REGISTRATION: 7:30 a.m. - 9:30 a.m.

PARA RAP SESSION: 8:00 a.m. - 9:00 a.m.

MORNING SESSION: 9:30 a.m. - 10:30 a.m.

SMALL GROUP SESSIONS: 10:45 a.m. - 11:40 a.m. and 11:50 a.m. - 12:50 p.m.

This is not an all-inclusive list

"Early Childhood Curriculum and Management"
"Computer Use and the Paraprofessional's Role"
"The Effect of the Farm Economy on Our Farm Families"
"Special Olympics in Kansas and Nationally"
"WIN Day" - An activity day for LD and PSA students.
"Preparing the Young Adult for the World of Work and Community Living"
"Day After Tomorrow" - What the future can hold for the learning disabled child and adult.
"Positioning, Feeding and Movement for the Severely Multiply Handicapped Student"
"The Para-Teacher Team Approach to Teaching"
"Child Abuse - physical, emotional and sexual - How To Identify It"
"Para Turned Teacher" - A view from both sides.
"Dealing with Agressive Behaviors in the Classroom"
"Dealing with Stress and Burnout"
"Cerebral Palsy - An Overview of Career and Residential Options"

LUNCHEON: 1:00 p.m. - 3:00 p.m.

ROOM ACCOMMODATIONS: Please contact the Downtown Ramada Inn, Topeka, Kansas (Toll Free Number - 1-800-432-2424), by April 5, 1985 to obtain a room for the conference. There are a limited number of rooms. You must identify yourself as a paraprofessional workshop participant to obtain these room rates:

	Main, Jefferson & Madison Buildings		Luxury Tower	
Type	1 person	2 persons	1 person	2 persons
1 Double Bed	$36-$45	$42-$51	$52	$58
2 Double Beds	$36-$45	$42-$51	$52	$58
King	$48	$54	$54-$58 -$85	$60-$64 -$91
1 Room Suite	$50	$56	$48-$85	$54-$91
2 Room Suite	$64	$70	$96-$102 -$175	$108-$114 -$175

STATEWIDE PARAPROFESSIONAL WORKSHOP
APRIL 10-11, 1986

REGISTRATION FORM

NAME: _____

ADDRESS: _____

DISTRICT OR COOPERATIVE REPRESENTING: _____

CATEGORICAL AREA(S) (LD, SPEECH . . .) TO WHICH YOU ARE ASSIGNED: _____

_____

SPECIALIZED ASSISTANCE YOU WILL NEED AT THE WORKSHOP: _____ INTERPRETERS _____ BRAILLING

_____ OTHER _____

REGISTRATION FEE - A registration fee of $15.00 will be charged for both days of the workshop or Friday only. If you are only going to attend the Thursday sessions, the registration fee is $6.00. The fee for Friday only must remain at $15.00 because of the luncheon. We are sorry that we cannot discount the Friday sessions. Your fee covers presenters' fees, conference materials, refreshments on Thursday and Friday, and Friday's luncheon. Registration fees are nonrefundable.

I PLAN TO ATTEND: _____ THURSDAY ONLY _____ FRIDAY ONLY _____ BOTH DAYS

MATERIALS DISPLAY - We are asking that each district/cooperative make a banner and bring for display at the conference. Volunteers are also needed to provide teacher or para-made items for a materials display. Please describe briefly any item you wish to display. We recommend that duplicate materials be displayed to avoid damage or loss of original materials. Please bring fifty (50) handouts with you to the conference describing how your material was made.

PLEASE RESERVE SPACE FOR MY DISPLAY. I WILL BRING THE FOLLOWING ITEM: _____

_____

*** FIELD TRIPS - Four field trips have been arranged for Thursday morning, April 10th (10:00 a.m. until 1:00 p.m.) in order to avoid conflict with our presentations on Thursday afternoon (2:00 p.m. until 5:30 p.m.). Each field trip will take approximately 2-1/2 hours. Reservations for field trips will be honored on a first come, first served basis. There will be no charge. Buses are being provided by USD #501, Topeka. They will depart from the north Ramada Inn parking lot. Acknowledgement of your reservation will be by mail. Reservations must be received by April 2 in order for confirmation to be made prior to April 9. If you do not preregister for a tour, you may sign up at 9:00 a.m., Thursday, April 10th at the Field Trip Information table, providing space is available.

I WISH TO PARTICIPATE IN A FIELD TRIP. I WILL BE AT THE CONFERENCE BY _____ a.m. ON THURSDAY MORNING.

FIELD TRIPS AVAILABLE	PLEASE MARK YOUR CHOICE 1st Choice	2nd Choice	3rd Choice
#1 Kansas Historical Museum, the Governor's Mansion, and Capitol City School at Topeka State Hospital	_____	_____	_____
#2 State Capitol, Legislature, and The Youth Center at Topeka, Special Purpose School	_____	_____	_____
#3 The Capper Foundation, Menninger Preschool, and Sheltered Living Group Homes - 2 locations	_____	_____	_____
#4 Kansas Neurological Institute (KNI), Special Purpose School; KNI, Work Activity Center; The Association for Retarded Citizens, Preschool and Sheltered Workshop; and Sheltered Living Group Homes - 2 locations	_____	_____	_____

PREREGISTRATION IS VERY IMPORTANT IN ORDER TO ASSURE THAT ADEQUATE MATERIALS, HANDOUTS, REFRESHMENTS, AND LUNCHEON RESERVATIONS ARE AVAILABLE. THIS REGISTRATION FORM AND A CHECK MADE PAYABLE TO ATCHISON-JEFFERSON EDUCATIONAL COOPERATIVE (NO CASH PLEASE) SHOULD BE MAILED NO LATER THAN WEDNESDAY, APRIL 2, 1986 TO:

DOROTHY ROBINSON
SPECIAL EDUCATION ADMINISTRATION
120 EAST TENTH
TOPEKA, KS 66612
(913) 296-3867

SEE YOU AT THE CONFERENCE

EIGHTH ANNUAL

STATEWIDE PARAPROFESSIONAL CONFERENCE

APRIL 10 & 11, 1986

CONFERENCE OBJECTIVES

1. To develop a spirit of fellowship and comradery among paraprofessionals in Kansas.

2. To look at the total role of the paraprofessional as an Educational Team Member.

3. To present information on specific special education categorical areas regarding characteristics, methods, and elementary/secondary level considerations.

4. To present relevant and specific skills for paraprofessionals appropriate to the special education program to which they are assigned.

5. To examine the role of the successful paraprofessional.

6. To allow time for creative ideas and materials to be shared among paraprofessionals from all areas of Kansas.

7. To provide time for paraprofessionals to meet informally with keynote presenters and other paraprofessionals.

8. To explore areas of current interest to paraprofessionals.

Downtown Ramada Inn
420 East Sixth
Topeka, Kansas

EIGHTH ANNUAL STATEWIDE
PARAPROFESSIONAL CONFERENCE
"TOUCH THE FUTURE"

April 10-11, 1986

AGENDA

Thursday, April 10, 1986

9:00 a.m.- 7:30 p.m.	Registration	Atrium
10:00 a.m.- 1:00 p.m.	Field Trips*	
	1. Kansas Historical Museum, the Governor's Mansion, and Capital City High School at Topeka State Hospital	
	2. State Capitol, Legislature, and the Youth Center at Topeka Special Purpose School	
	3. The Capper Foundation, Menninger Preschool, and Sheltered Living Group Homes - 2 locations	
	4. Kansas Neurological Institute (KNI), Special Purpose School; KNI Work Activity Center; The Association for Retarded Citizens Preschool and Sheltered Workshop; and Sheltered Living Group Homes - 2 locations	
2:00 p.m.- 5:30 p.m.	EARLY BIRD SESSIONS:	
2:00 p.m.- 4:15 p.m.	Lynn Rubright, internationally known storyteller, will present a special session on "Storytelling in the Classroom" to promote oral, writing, and other communication skills. Lynn uses movement, music, art and drama to make stories "come alive."	Regency Ballroom

*You may sign up at the field trip registration desk, if space is available. Tour busses will leave from the front entrance at 10:00 a.m. and 11:00 a.m.

4:30 p.m.- 5:30 p.m.	Dr. Kay Bull and Dr. Imogene Land, Oklahoma State University, will have an adaptive materials exhibit and give a special presentation entitled, "The Adaptive Approach to Materials Development for Teaching All Exceptionalities."	Regency Ballroom
5:30 p.m.- 7:30 p.m.	Dinner (On Your Own)	
7:30 p.m.- 8:00 p.m.	Opening Session *Moderator - John Frye Welcome Welcome Welcome	Regency Ballroom Mr. James Marshall Dr. Robert Fanning Linda Sonntag
8:00 p.m.- 9:00 p.m.	KEYNOTE ADDRESS "Para-Teacher Relations"	Dr. Richard White University of North Carolina
9:00 p.m.-11:00 p.m.	RECEPTION** Food furnished by the Paraprofessional Planning Committee Hosts: Evelyn Smith Marc Webb Rob Holtz John Frye Lou Embrey Skit: Hula Dancers from Hawaii Alliance of Educational Paraprofessionals of Kansas	Lower Lounge South Governor's Pub and Lower Lounge North

Friday, April 11, 1986

7:00 a.m.- 9:00 a.m.	Registration (Coffee, juice and donuts available)	Atrium
7:00 a.m.- 8:00 a.m.	Special Early Bird Small Group Sessions	
	o Olympics of the Mind - A Potential Program for the Gifted (7:00 a.m-8:00 a.m. only)	Dr. Kay Bull 1st floor, Foyer 1W
	o Adapting Materials for All Exceptionalities (7:00 a.m.-8:00 a.m. only)	Dr. Imogene Land 1st floor, Foyer 1E

** You may purchase your reception ticket for $1.00 in the Registration Area. Money goes toward cups, ice, pop, etc.

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8:00 a.m.- 8:45 a.m.	Paraprofessional Discussion Groups	Regency Ballroom Facilitators
	Early Childhood Programs	Barbara Beadleston
	EMH and TMH Programs	Kathy Koca
	Gifted Programs	Letty Thompson
	HI and VI Programs	Georgia Yeary
	Interrelated Programs	Fran Blake
	LD Programs	Barbara Harvey
	OT, PI, PT, & Adaptive PE Programs	Sharon Burghart
		Grand Ballroom Facilitators
	PSA Programs	Tracy Hanzlick
	SMH Programs	Dorthea Eikenberry
	Speech, Language, and Audiology Programs	Bonnie Kramer
	OTHER: Homebound, Social Work, Psychology, and SEIMC Programs	Hyla Hart
9:00 a.m.- 9:15 a.m.		Regency Ballroom
	Opening Session *Moderator	John Frye
	Welcome	Dr. Sharon Freden
	Welcome	Nadine Dilts
9:15 a.m.-10:15 a.m.	"Effort Leads to Success"	Regency Ballroom Margo Buscher McPherson, Kansas
10:15 a.m.-10:45 a.m.	BREAK	
10:45 a.m.-11:45 a.m. and 12:00 p.m.- 1:00 p.m.	Select one of the following small group sessions for each time period. SEE SESSION DESCRIPTIONS AND OBJECTIVES	
	o Media - Continuous Showing * 10:45-1:00 p.m. (see session description)	Marianne Roepke 1st Floor, Foyer 4E
	o "Images from Kansas Journeys" A slide presentation. Will be shown at 12 noon and 12:30 p.m. only.	Carol Schmidt and Mil Penner, Inman, Kansas Bsmt-Lower Lounge North
	o Storytelling In The Classroom (10:45-11:45 only)	Lynn Rubright 1st floor, Grand Ballroom
	o Para-Teacher Team Building (10:45-11:45 only)	Dr. Richard White Bsmt., North Lower Lounge
	o "Ideas for Early Living with Homemade Materials" Early Childhood-SMH & TMH	Barbara Beadleston Mary McCall Bethel Mattison 1st floor, Foyer 2W

o "Para Turned Teacher"	Jo Ann Hernandez 2nd Floor-Rm. 238
o Using Special Olympics In The Classroom	Ramona Carlin Randi Williams 1st floor, Foyer 2E
o Adapting Teaching Methods and Materials to Individual Needs	Dr. Ann Fritz 3rd Floor Parlor D
o "Day After Tomorrow" What The Future Can Hold for the LD Child	Barbara Harvey Exhibit Arena Bsmnt., Room 4
o Dealing With Aggressive Behavior	Bill Hepp Exhibit Arena Bsmt., Room 3
o Cerebral Palsy - An Overview of Career and Residential Options	Dave Jones 3rd Floor Parlor C
o Nutrition In The Classroom	Joyce Kemnitz 2nd Floor Room 237
o The Teacher Para Team	Bonnie Kramer B. J. Kerr John McFarland Exhibit Arena Bsmt., Rm. 1
o Stress Management and Healthy Life Styles	Jim Kreider 1st floor, Foyer Room 3E
o Child Abuse: Breaking The Cycle Through Classroom Awareness	Michelle Kreider 1st floor, Foyer Room 3W
o Preparing The Handicapped for the World of Work and Community Living	John Frye Don Miller 2nd Floor Parlor B
o "WIN" Day - An Activity Day for LD and PSA Students	Linda Morris Basement-Gov. Club Annex
o "LD Team Communication and Data Collection"	Diana Pattinson Jo Crawford 1st Floor-Foyer 1E

	o "A Chance to Challenge" - Leisure Activity for MR and What You Can Do To Change The Person's Life With Whom You Work	Marty Rothwell 2nd Floor-Rm. 235
	o Feeding and Positioning Techniques	Barbara Schwering 2nd Floor-Room 201
	o Color And The Classroom Rainbow of Color	Roberta Shoemaker Basement South Lower Lounge
	o The Effect of the Farm Economy on Our Farm Families	Fr. John Stitz Basement Exhibit Arena 2
	o The Computerized IEP and The Role of The Paraprofessional	Jim Wheeler 1st Floor-Foyer 1W
	o Early Childhood Curriculum and Management	Sue Werner 2nd Floor-Parlor A
12:00 p.m.- 1:00 p.m.	Small Group Sessions (Refer to Page 3 for listing of sessions available)	

1:00 - 3:00 p.m. LUNCHEON AND LUNCHEON ACTIVITIES — Regency Ballroom

Menu

Tossed Salad with Ranch Dressing
Turkey and Dressing
Whipped Potatoes and Gravy
Green Beans Almondine
Rolls and Butter
Coffee or Iced Tea
Tart

• Moderator	Marc Webb
Ongoing Style Show presented by Members of the Alliance of Educational Paraprofessionals in Kansas	
Welcome on behalf of the Kansas State Board of Education	Kathleen White, Board of Education, Shawnee Mission
Awards - Poster Contest	Janet Erickson Topeka
Keynote Address	Lieutenant Governor Thomas R. Docking
The KSD Varsity Cheerleaders Kansas State School for the Deaf-Olathe, Kansas Sponsors: Arlene Marsh and Earlene Hicks	Micki Keck-Olathe Debbie Mullins-Olathe Marsha Helmuth-Valley Center Aimee Tucker-Olathe
Media Presentation	Innovative Communications, Larry K. Meredith
Dedication of conference to Astronaut/Teacher Christa McAuliffe	Bonnie Kramer, Paraprofessional Mooney Creek, Kansas

Please complete your Evaluation Form and return it to the Registration Table.

Have A Safe Trip Home
Buckle Up!

SESSION DESCRIPTORS

1. HANDS ON COMPUTER LITERACY EMPHASIZING COMPUTER APPLICATION

   Radio Shack has provided ten microcomputers for "hands on" learning experiences with computers for this session. Computer awareness for those who are not familiar with computers will be stressed. For paraprofessionals with experience in the use of computers, four (4) "special" uses of the computer as a part of classroom instruction will be stressed.

2. "KIDS ON THE BLOCK: EDUCATING THROUGH THE USE OF PUPPETRY."

   During this session, the effective use of puppetry in demonstrating handicapping conditions to regular education students will be emphasized. The impact of rejection sometimes experienced by handicapped students will provide a focal point for discussion.

3. MEDIA VIEWING STUDIO

10:30 a.m. - 11:10 a.m.	"Paraprofessionals Working in Program Areas Dealing with Pre-Vocational and Vocational Education" (1983) This new video tape includes an explanation of the duties and activities of paraprofessionals working in pre-vocational and vocational programs.
11:10 a.m. - 11:30 a.m.	"This is Kansas" (1983) The purpose of this new film is to showcase the rich heritage, qualities of life, and sound economy of Kansas. This film has been promoted by Mrs. Karen Carlin, wife of Kansas Governor John Carlin.
12:00 p.m. - 12:30 p.m.	"High Powder" (1982) This film explores drug usage among teenagers. The film dramatizes the unpleasant task teenagers have in making their own decisions about the use of drugs, the courage it takes to say "no" to friends, and when to report someone who is pushing drugs.
12:30 p.m. - 1:00 p.m.	"Speaking of Love" (1979) Dr. Buscaglia offers his thoughts on the "limitless concept" of love and the human potential for giving in this warm and moving lecture. Dr. Buscaglia, professor of education at the University of Southern California, is a noted observer of human potential. He is the author of several books on human potential and counseling.

(OVER PLEASE)

4. "THE USE OF TACTILE RECIPE CARDS IN PREPARING BREAKFAST FOODS"

   This session relates to the use of a recipe card cooking procedure for SMH-deaf/blind students. Paraprofessionals attending this session will learn how to create their own recipe cards for the purpose of helping students learn early cooking skills.

5. "AUDITORY PROCESSING: I KNOW THEY CAN HEAR ME SO WHY DON'T THEY FOLLOW INSTRUCTIONS?"

   During this session, language development will be the focal point for discussion. Following this session, those who attended will be able to describe five (5) aspects of auditory processing, and they will also be able to help improve communication and academic skills among students who have auditory processing problems.

6. "I KNOW YOU HEAR ME BUT ARE YOU LISTENING?"

   Active listening will be stressed during this session. Three (3) techniques for active listening will be emphasized.

7. "THE USE OF POSTURE SEATING WITH SEVERELY HANDICAPPED SCHOOL STUDENTS"

   Following this session, session participants will be aware of at least two (2) modifications that can be made in the SMH classroom to improve posture seating for severely multiply handicapped students. Two (2) types of posture seating for severely multiply handicapped students will be emphasized.

OBJECTIVES
for
KANSAS CITY, KANSAS PARAPROFESSIONAL WORKSHOP
February 25, 1984

Each type of presentation indicated below has an objective. Each objective identifies what it is hoped the paraprofessional will do as a result of participation in the workshop.

1. "Children Are Not Little Adults"

   Objective: To recognize three (3) significant perceptions that dominate children's concepts.

   Objective: When provided a specific concept, participants will be able to suggest explanations for behavior inconsistent with adult expectations.

2. "How to Hug a Porcupine"

   Objective: To be aware of ten (10) ideas for establishing positive relationships with students and adults.

   Objective: To be aware of three (3) ideas for handling frustrations in life or in the classroom.

   Objective: to be aware of three (3) specific techniques for accomplishing the first two objectives.

3. Assertive Discipline

   Objective: To be aware of the importance of consistency while working with student behavior.

   Objective: To be aware of the importance of having a behavior strategy when working with students.

4. "Hyperactivity" - An Often Misused Term: What Is It?

   Objective: To be able to define the term "hyperactivity."

   Objective: To become aware of three (3) problems faced by hyperactive students.

   Objective: To become aware of how medication affects the child.

   Objective: To become aware of at least ten (10) ideas for working with hyperactive students.

5. Introduction to Educational Assessments

   Objective: To be able to understand the normal curve of testing scores and how the curve relates to exceptional students.

Objective: To be able to identify four (4) special education tests and be able to explain the content in general terms.

Objective: To be able to explain why certain tests are used to identify exceptional students.

6. The Paraprofessional Role in the Professional Teacher Conference

Objective: To be able to identify three (3) situations for paraprofessional participation in the preassessment team (PPT).

Objective: To be able to demonstrate three (3) components of consensus decision making.

Objective: To be able to define the concept of parting out the IEP.

7. "Techniques for Paraprofessionals Working with Elementary Learning Disabilities Students"

Objective: To be aware of global characteristics of elementary learning disabilities students which require unique remediation approaches.

Objective: To acquire an understanding of the major instructional approaches used with elementary learning disabilities students (basic skills, behavior modification, etc.)

8. "Techniques [illegible] Paraprofessionals Working with Secondary Learning Disabilities Students"

Objective: To be aware of global characteristics of junior/senior high school learning disabilities students which require unique remediation approaches.

Objective: Participants will acquire an understanding of five (5) major instructional models used with junior/senior high school students.

"Through Art the Child Says I Am"

Objective: To be able to identify with the need of the child for expression and to identify with our own need for expression.

Objective: To identify with the difficulty of forming that expression once we become critical of ourselves.

Objective: To identify how the spirit of play helps us.

COLBY PARAPROFESSIONAL WORKSHOP

Colby Community College
Student Union, Multipurpose Room
1255 South Range
Colby, Kansas

Saturday
February 11, 1984
9:00 a.m.-3:30 p.m.

A G E N D A

9:00 a.m. - 9:30 a.m.	Registration	
9:30 a.m. - 9:45 a.m.	Welcome and Announcements	Jim Wheeler Melonie Stearley Phyllis Kelly Carolyn Shelton
9:45 a.m. - 10:45 a.m.	"Children Are Not Little Adults"	Don Nigus
10:45 a.m. - 11:00 a.m.	BREAK	
11:00 a.m. - 12:00 p.m.	"How to Use Your Time Effectively"	Doug Christensen
12:00 p.m. - 1:00 p.m.	LUNCH	
1:00 p.m. - 2:00 p.m.	Small Group Seminars:	
	• "Academic Tailoring Techniques"	Linda Grote
	• "Ideas for Teacher Made Materials"	Diana Wieland
	• "Introduction to Word Processing"	Jim Wheeler
	• "The Paraprofessional Role in the Professional Teacher Conference"	Don Nigus
2:00 p.m. - 2:15 p.m.	BREAK	
2:15 p.m. - 3:15 p.m.	Repeat Small Group Seminars	
3:15 p.m. - 3:30 p.m.	Wrap Up and Evaluation	

SECV/1

SHARING CARING PARAS
PARAPROFESSIONALS STUDENTS ADMINISTRATORS PARENTS TEACHERS

SIXTH ANNUAL STATEWIDE PARAPROFESSIONAL CONFERENCE

Holiday Inn Holidome
1400 North Lorraine
Hutchinson, Kansas

April 12-13, 1984

A G E N D A

Thursday, April 12, 1984

11:00 a.m.- 7:30 p.m.	Registration	Regency Foyer
1:30 p.m.- 4:00 p.m.	"Rhythm, Language, and Sound Activities"	Regency Ballroom Dr. Steve Kenney William Freeman
1:30 p.m.- 3:00 p.m.	Field Trip (Optional)* ° Interrelated Preschool Classroom (field trip limited to 20 paraprofessionals) ° Amish Community of Yoder (field trip limited to 27 paraprofessionals)	
4:00 p.m.- 5:00 p.m.	Cosmosphere Tour (Optional)	
5:00 p.m.- 6:00 p.m.	Cosmosphere Tour (Optional)	
5:00 p.m.- 6:00 p.m.	Paraprofessional Discussion Groups Related to Every Program Area	Regency Ballroom Paraprofessional Group Facilitators
6:00 p.m.- 7:30 p.m.	Dinner (On Your Own)	
7:30 p.m.- 8:00 p.m.	Welcome	Regency Ballroom Dr. Robert Ash
	Opening Remarks	Phyllis Kelly Kathy Koca Carolyn Shelton
8:00 p.m.- 9:00 p.m.	"Techniques + Paraprofessionals = Excellence"	Dr. Bill Wagonseller
9:00 p.m.-11:00 p.m.	RECEPTION	Terrace and Sunset Rooms Hosts: Pat Dubois John Frye Don Miller Marc Webb

* Please sign up for the field trips at the registration desk.

CS/SEBT/1

(OVER PLEASE)

Friday, April 13, 1984

6:30 a.m.- 8:30 a.m.	Registration	
7:30 a.m.- 8:30 a.m.	Paraprofessional Discussion Groups	Paraprofessional Group Facilitators
	Early Childhood Programs	Hawaiian Room
	EMH and TMH Programs	Golden Room
	Gifted Programs	Golden Room
	HI and VI Programs	Kansas Room II
	Interrelated Programs	Kansas Room II
	LD Programs	Garden Area
	OT, PI, PT, & Adaptive PE Programs	Hawaiian Room
	PSA Programs	Kansas Room I
	SMH Programs	Hawaiian Room
	Speech, Language, and Audiology Programs	Kansas Room I
	OTHER: Homebound, Social Work, Psychology, and SEIMC Programs	Garden Area
8:30 a.m.- 9:00 a.m.	Welcome	Regency Ballroom Mayor of Hutchinson Dr. Robert Mullen Mr. James Marshall
	Opening Remarks	Phyllis Kelly Bonnie Kramer Carolyn Shelton
9:00 a.m.-10:00 a.m.	"W.I.I.F.M: What's In It for Me?"	Margaret Davis
9:00 a.m.-10:30 a.m.	Field Trips (Optional)* 1. Preschool Interrelated Classroom (field trip limited to 20 paraprofessionals) 2. Training Evaluation Center of Hutchinson (field trip limited to 25 paraprofessionals)	
10:00 a.m.-10:30 a.m.	BREAK - BUSES TO HUTCHINSON COMMUNITY COLLEGE WILL BOARD AT THE FRONT ENTRANCE OF THE HOLIDOME	
10:30 a.m.-11:30 a.m.	Select one of the following small group sessions:	
	• "Art Therapy for the Special Education Student"	Hutchinson Community College Student Union South Room Nancy Hardman

* Please sign up for the field trips at the registration desk.

	• Games and Materials Display	Room 188 Marge Herman
	• Hands On Computer Literacy Emphasizing Computer Application (See Session Descriptors)	Harvest Room Rosemary Shiels
	• "Kids on the Block: Educating Through the Use of Puppetry" (See Session Descriptors)	Hutchinson Community College Student Union North Room Wendy Ryerson Marnette Hatchett
	• "Making Math Magical"	Hawaiian Room Pam DeFries
	• Media Viewing Studio (See Session Descriptors)	Golden Room Florence Martin
	• "Should You Suspect Child Abuse?"	Hutchinson Community College Student Union Walnut Room Ann Swenson
	• "The Stress Mess"	Kansas Room I Peggy Friedman
	• "The Use of Tactile Recipe Cards in Preparing Breakfast Foods" (Session for Paraprofessionals Working in SMH-Deaf/Blind Programs See Session Descriptors).	Kansas Room II Bob Taylor
11:30 a.m.-12:00 p.m.	BREAK - BUSES TO HUTCHINSON COMMUNITY COLLEGE WILL BOARD AT THE FRONT ENTRANCE OF THE HOLIDOME	
12:00 p.m.- 1:00 p.m.	Select one of the following small group sessions:	
	• "Auditory Processing: I Know They Can Hear Me So Why Don't They Follow Instructions?" (Session for paraprofessionals interested in language development. See Session Descriptors.)	Hutchinson Community College Student Union North Room Stephanie Tarrant

(OVER PLEASE)

	° Games and Materials Display	Room 188 Marge Herman
	° Hands On Computer Literacy Emphasizing Computer Application (See Session Descriptors)	Harvest Room Rosemary Shiels
	° "How to Teach Creativity in Students That You Work With"	Hutchinson Community College Student Union South Room Carolyn Cooper
	° "I Know You Hear Me But Are You Listening?" (See Session Descriptors)	Hutchinson Community College Student Union Walnut Room Colleen Kronewitter
	° Media Viewing Studio (See Session Descriptors)	Golden Room Florence Martin
	° "How to Put Pizzazz Jazz Into Your Reading Group"	Hawaiian Room Pam DeFries
	° "Understanding the Student and His Learning Process Through Learning Styles"	Kansas Room I Pat Lemmon
	° "The Use of Posture Seating with Severely Handicapped School Students" (See Session Descriptors)	Kansas Room II Betty Sanders
1:00 p.m.- 2:45 p.m.	LUNCHEON	Regency Ballroom
1:00 p.m.- 2:45 p.m.	° Moderator	John Frye
	° "High Touch for an Age of High Tech"	Dr. Sharon Freden
	° "Paraprofessionals in the Real World"	Anna Lou Pickett
	° Entertainment	Chris Curry
2:45 p.m.- 3:00 p.m.	Conference Conclusion and Evaluation	Bonnie Kramer
3:00 p.m.	Meeting for Paraprofessionals Interested in Establishing a Statewide Organization for Paraprofessionals	Regency Ballroom

CS/SEBT/1

THIS FORM SHOULD BE COMPLETED BY SUPERINTENDENT, EDUCATION COORDINATOR, DIRECTOR OF SPECIAL EDUCATION, OR PARAPROFESSIONAL FACILITATOR AND SUBMITTED BY JUNE 1, 1986

Please include all Paras employed for school year 1985-86

KANSAS STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION ADMINISTRATION
120 East Tenth Street - Topeka, Kansas 66612

SPECIAL EDUCATION PARAPROFESSIONAL APPROVAL FORM
END OF YEAR REPORT

SCHOOL YEAR 1985 - 1986
Form 5-340-127
(Rev. 4-86)

COUNTY _____ CITY (USD Location) _____ DISTRICT # _____

If Cooperative Program, name sponsoring district _____ Para. Facilitator (Name) _____ Special Ed. Director _____

Years Participating in Facilitator Model: 1976-77 ___ 1977-78 ___ 1978-79 ___ 1979-80 ___ 1980-81 ___ 1981-82 ___ 1982-83 ___ 1983-84 ___ 1984-85 ___ 1985-86 ___

(1) NAME OF PARAPROFESSIONAL (Alphabetical) (last name first)	(2) TYPE & LEVEL OF PROGRAM (EMR, TMR, LD, ETC.)	(3) SUPERVISOR(S) NAME OF PROFESSIONAL(S) PARAPROFESSIONAL IS ASSIGNED TO	(4) CLOCK HOURS INSERVICE DATA: TOTAL NUMBER OF INSERVICE HOURS CURRENT YEAR*	(4) CLOCK HOURS INSERVICE DATA: TOTAL NUMBER HOURS INSERVICE 1975 TO CURRENT YEAR*	(5) CREDIT HOURS COLLEGE CREDITS: a. TOTAL NUMBER COLLEGE HOURS TAKEN CURRENT YEAR*	(5) CREDIT HOURS COLLEGE CREDITS: b. TOTAL NUMBER OF COLLEGE HOURS UP TO CURRENT YEAR*	(5) CREDIT HOURS COLLEGE CREDITS: c. DEGREE * (Please Indicate Level)	(6) NEW TO DISTRICT AS SPECIAL EDUCATION PARAPRO-FESSIONAL (Date Hired)	(7) DATE TERMINATED EMPLOYMENT DURING THE CURRENT SCHOOL YR.	(8) YRS. OF EXPERIENCE AS A PARAPRO-FESSIONAL OR TEACHER	(9) TOTAL COLLEGE AND INSERVICE CLOCK HOURS (SEA will complete)	(10) PARAPROFESSIONAL APPROVAL PERMIT LEVEL: a. LAST YEAR'S LEVEL	(10) PARAPROFESSIONAL APPROVAL PERMIT LEVEL: b. RECOMMENDED CHANGE BY LEA	(10) PARAPROFESSIONAL APPROVAL PERMIT LEVEL: c. CURRENT YEAR PERMIT LEVEL APPROVED BY SEA (SEA will complete)

School Psychology Paraprofessionals must hold a baccalaureate degree in psychology or education.
School Social Work Paraprofessionals must hold a baccalaureate degree in social work.

1 college hour = 15 clock hours

*Current year = Sept. 1 to Aug. 31

DATE SUBMITTED _____

(SIGNED) _____
Superintendent of Schools OR
Director of Special Education

Instructions for Completion

Column	Explanation
1.	Paraprofessional's name, last name first, alphabetized.
2.	Designate all categories in which the para works.
3.	The full name of the supervising professional (A professional may supervise no more than three paras except paras assigned to Instructional Materials Centers)
4.	(a) List only the clock hours of inservice earned during the current year. (b) List the total number of clock hours from 1975 up to the beginning of the current year.
5.	(a) List only the number of college credits earned during the current year. (b) List the total number of college credits earned up to the beginning of the current year. (c) Designated degree indicating level of completion.
6.	Fill in date hired if new to district during the current year.
7.	Fill in termination date if terminated during current year.
8.	Designate total years of experience as a paraprofessional or teacher, including current year.
9.	Total College and Inservice clock hours. Leave blank for SEA completion.
10.	(a) Current permit level (can be taken from previous year SEA verified column). (b) Recommended permit level by LEA. (c) Leave blank for SEA verification.

Kansas Administrative Regulations for Special Education Paraprofessionals

K.A.R. 91-12-61. Paraprofessionals in special education *(a)* No special education paraprofessional shall:

(1) be solely responsible for a classroom or a professional support or related service;

(2) select diagnostic or psychological instruments or interpret the results of those instruments;

(3) program or prescribe educational activities or materials for the students, without the supervision and guidance of the teacher;

(4) be solely responsible for preparing lesson plans or initiating original concept instruction;

(5) be assigned to work with one or more of the most difficult students the majority of the school day merely for the convenience of the teacher;

(6) be employed in lieu of needed itinerant special education personnel;

(7) be utilized as a substitute teacher, unless the paraprofessional possesses the appropriate certificate; or

(8) give medication, unless licensed to do so.

(b) Assignment. (1) Any paraprofessional may be assigned to a regular classroom program where one or more special education students are being maintained, but that paraprofessional shall be supervised by a special education professional and shall not be assigned duties which do not relate to the education of exceptional children.

(2) Each local education agency shall obtain individual approval from the special education administration section for any paraprofessional whose only assignment is to assist one or more physically, or visually or hearing impaired students in a regular classroom program.

(3) No more than three paraprofessionals, whether full time or part time, shall be assigned to a single professional, unless otherwise prescribed in these rules and regulations. No paraprofessional shall be assigned to more than two professionals or more than two educational facilities.

(4) A paraprofessional, assigned to an itinerant professional, may work with an exceptional child when the professional is not in the building only if the professional works directly with both that child and the paraprofessional at least twice a week. If the itinerant professional is not present each day, the paraprofessional shall be assigned to, and supervised by, a designated principal or regular classroom teacher.

(c) Approval of paraprofessional programs. (1) *Inservice program standards.* Each local education agency shall file with the special education administration section a plan for inservice training for special education instructional paraprofessionals. At the conclusion of each school year, a report shall be filed, that describes the training that occurred during the school year.

(2) The inservice training program shall include:

(A) an orientation session; and

(B) inservice training specifically related to the area and type of program in which the special education instructional paraprofessional is employed, and no less than 20 clock hours of inservice training per school year shall be provided for each special education instructional paraprofessional.

(C) Each special education instructional paraprofessional shall be required to possess one of the following permits: a paraprofessional I, II, or III permit.

(1) The requirements for a Paraprofessional I permit, shall be participation in at least four inservice sessions totaling at least 20 clock hours of inservice training per school year. The local education agency may choose to substitute all or part of the above requirements with an equivalent amount of appropriate college coursework taken during the school year. Any paraprofessional, without prior experience as an instructional paraprofessional, shall be approved and shall receive a paraprofessional I permit after participation in 20 clock hours of inservice training;

(2) The requirements for a Paraprofessional II permit, shall be:

(A) two years experience as an instructional paraprofessional; and

(B) completion of 30 semester college hours of approved academic work, an equivalence of 450 clock hours of approved inservice training, or a combination of each of the two totaling 450 clock hours; and

(C) participation in at least four inservice sessions totaling at least 20 clock hours of inservice training per school year,

(3) The requirements for a Paraprofessional III permit, shall be:

(A) three years experience as an instructional paraprofessional; and

(B) completion of 60 semester college hours of approved academic work; an associate degree from an approved training program for instructional paraprofessionals; a certificate from an approved training program for instructional paraprofessionals from a vocational technical school; an equivalent 900 clock hours of approved inservice training; or a combination of these totaling 900 clock hours; and

(C) participation in at least four inservice sessions totaling at least 20 clock hours of inservice training per school year. (Authorized by K.S.A. 72-7514; implementing K.S.A. 1983 Supp. 72-963, K.S.A. 72-965; effective May 1, 1983; amended May 1, 1985.)

Form 7-334-172

SPECIAL EDUCATION PARAPROFESSIONAL ANNUAL TRAINING PLAN
1986 - 1987

DISTRICT/COOPERATIVE/STATE SCHOOL/ SPECIAL PURPOSE SCHOOL/ OR PRIVATE FACILITY

NUMBER OF SPECIAL EDUCATION PARAPROFESSIONALS

NEEDS ASSESSMENT COMPLETED (DATE)

FACILITATOR

IDENTIFIED INSERVICE NEEDS: 1. _____ 2. _____ 3. _____ 4. _____

DATE SUBMITTED

DIRECTOR

PROJECTED ACTIVITIES AND/OR WORKSHOPS TO MEET NEED(S)				VERIFICATION OF WORKSHOP/ACTIVITIES
Please complete these four (4) columns by October 1, 1986 and submit to Phyllis Kelly or Fran Lee, Special Education Administration, Kansas State Department of Education. For information, call: 913/296-2141.				Please include: 1) Number of paras who attended 2) Categorical areas involved in workshop 3) Actual amount of inservice time given **Please complete this column by June 1, 1987 and submit to Phyllis Kelly or Fran Lee, Special Education Administration, Kansas State Department of Education**
MONTH OF INSERVICE	ESTIMATED HOURS OF INSERVICE	TOPICS, AREAS, AND OBJECTIVES TO BE COVERED	PERSONS CONDUCTING SESSION	

758

759

K.A.R. 91-12-61(c) requires that: *(1) Each local education agency shall file with the special education administration section a plan for inservice training for special education instructional paraprofessionals. At the conclusion of each school year, a report shall be filed that describes the training that occurred during the school year.*

(2) The inservice training program shall include:
(A) An orientation session;
(B) inservice training specifically related to the area and type of program in which the special education instructional paraprofessional is employed. No less than 20 clock hours of inservice training per school year shall be provided for each special education instructional paraprofessional.

Inservice training sessions should include discussion of role expectations; duties and responsibilities; relationship of paraprofessionals to the total school environment; salaries and fringe benefits; and policies, rules, and regulations of the local education agency. College hours taken per school year may be substituted for inservice hours based on the following formula:

1 college hour = 15 inservice hours

Participation in state or regional workshops designed for the instructional paraprofessional and other related local or state workshops can be included as part of the local education agency's inservice training program.

. . . . . .

This form will serve both as "a plan for inservice training" and as the end-of-year report to "verify activities that occurred during that academic year".

1. By **October 1, 1986,** complete columns 1 through 4 and submit to:

   Phyllis Kelly or Fran Lee
   Special Education Administration
   Kansas State Department of Education
   120 E. 10th Street
   Topeka, Kansas 66612

2. Retain at least one copy for your records and for later reporting.
3. As each inservice is conducted during the year, revise columns 1 through 4. (Please indicate where scheduled inservice sessions were canceled, rescheduled, or substitition was made.)
4. Submit your copy showing verification of inservice (column 5) to the above address by **June 1, 1987.**

Joan Kane and Clydie Mitchell
Wednesday 1:30-2:30p

Paraprofessional Training for Rural Areas

In the late 1950's and early 1960's public schools began to employ teacher aides (or paraprofessionals, as they are sometimes referred to) to work in regular education programs to assist teachers in clerical work. It was believed that if aides could keep classroom records, decorate bulletin boards and keep materials in order, the teachers would have more time for planning instructional programs and activities.

In the mid 1960's the paraprofessional movement gained momentum. There were three basic reasons for the increased hiring of salaried aides:

(1) Public awareness of the inadequacies of traditional service delivery systems;
(2) Acceptance of paraprofessionals by professionals to serve as a bridge between students and professionals;
(3) Shortage of personnel in all areas of education.

One of the earliest documented studies dealing with the use of teacher aides in special education was presented more than 25 years ago in a project at Syracuse University. Since then the use of paraprofessionals has grown dramatically. During the last two decades there have been several studies conducted which demonstrate the value and positive impact of teacher aides across a range of programs for students with handicapping conditions. Activities for educating handicapped students in response to federal and state requirements

have both direct and immediate reasons for the recruitment and use of various personnel including the paraprofessional.

Schools are required to serve a diverse population of handicapped students. It is essential, therefore, that teacher aides be properly trained to assist teachers in providing quality educational service delivery. Educating exceptional children is a specialized field and the necessity for training teacher aides is vital.

In response to the need for technical assistance and inservice training throughout Louisiana, the Children's Center, a part of the LSU Medical School, which is located in the Northern part of the state received a three year grant to develop and provide inservice training and technical assistance to paraprofessionals in twenty-nine parishes. The majority of these paraprofessionals worked with severely handicapped children in rural areas.

Today we would like to share with you how this program has been implemented and the data collected during this period.

Five areas were selected by the State of Louisiana for training. These were selected as a result of a needs assessment which was sent to the various parish supervisors. The paraprofessional training for this grant was developed around these five areas. The content of these five areas will be covered. It should be noted that the following pages include an overview of the content of each area as opposed to the total content covered under each area.

1. Roles and Responsibilities

2. Knowledge of Handicapping Conditions
3. American Red Cross First Aid
4. Positioning and Adapting
5. Teaching Strategies

The Louisiana State Department of Education has defined a special education paraprofessional as "a noncertified person who works under the supervision of a special education teacher or other related professional who has responsibility for the delivery of services to exceptional children."

The National Resource Center for Paraprofessionals in Special Education define paraprofessional to mean:

1) A person whose position is either instructional or non-instructional in nature who delivers direct services to students or their parents;
2) A person who serves in a position for which a teacher or another professional has ultimate responsibility for the design and implementation of individualized education programs.

Teacher aides employed in the 29 parishes are either instructional aides or non-instructional aides. An instructional aide is responsible for providing review and instructional reinforcement of teacher designed and teacher implemented lessons under the teacher's supervision as well as performing other tasks assigned by specified personnel. Non-instructional aides do not reinforce teacher designed

instruction. They perform routine tasks assigned by specified personnel.

Area #1 - Roles and Responsibilities

The role of the paraprofessional can be described as that of a resource person to support the teacher's efforts to design, develop, and manage classroom instruction.

A. Instructional Responsibilities

1. Working on an individual basis with exceptional students in instructional activities initiated by the teacher.
2. Review and reinforce skills with small groups of exceptional students while the teacher works with individual students.
3. Provide assistance in preparing materials and setting up equipment for special education classroom activities.
4. Provide assistance in scoring objective tests and assist in keeping records.
5. Perform all other special education duties or responsibilities as delegated by the principal of the school, special education teacher, or designated person.

B. Non-Instructional Responsibilities

1. To provide assistance to students in getting to and from class.
2. To provide assistance to students in self-help activities.
3. To provide assistance to students in loading and unloading from buses.
4. To monitor student behavior on the bus.
5. To provide assistance in all classroom clerical duties.

Area # 2 - Knowledge of Handicapping Conditions

In Louisiana, students are identified as exceptional in 20 different categories. For instructional purposes some students are grouped into "clusters" of exceptionalities.

Mild/Moderate: Students who have been classified as Learning Disabled, Mildly Mentally Handicapped, Educationally Handicapped, Moderately Mentally Handicapped, Behavior Disordered, Other Health Impaired and some who have been classified as Emotionally Disturbed or Orthopedically Handicapped are taught together in classes known as Generic mild/Moderate classes.

Severe/Profound: Students who are identified as Severely Mentally Handicapped or Profoundly Mentally Handicapped, are taught in classes designed to meet their specific needs. They may have other

handicapping conditions associated with their exceptionality. These students range in ability from being semi-independent upon others for needs to being totally dependent, to requiring life support and maintenance.

Low-Incidence: Some handicapping conditions occur so infrequently within the population that they are referred to as low-incidence exceptionalities. These students are also taught in specific classes to meet their specific needs. Included as low incidence exceptionalities are: Visually Impaired, Hearing Impaired, Deaf-Blind, Autistic, Severe Language Impaired and Multihandicapped.

Preschool: Exceptional students ages 0-3, may be identified as Handicapped Infants. Exceptional students ages 3-5, may be identified as Noncategorical Preschool Handicapped (NCP) and are served through Noncategorical Preschool classes.

Programming Objectives: Special education programs are specifically designed to meet the individual needs of each student in each program. There are objectives that are characteristic to some specific programs. Although each student's program is individually developed, total programs which carry out individual needs are developed for certain exceptionalities.

Area #3 - American Red Cross First Aid

Trainee will understand the concepts of giving first aid for poisoning in order to give first aid to victims of poisoning quickly and efficiently.

Trainee will understand the concepts of giving first aid to burn victims in order to be able to give first aid to burn victims quickly and efficiently.

Trainee will understand the concepts involved in giving first aid care to victims of excessive heat or cold in order to be able to give a victim of excessive heat or cold first aid quickly and efficiently.

Trainee will understand the concepts involved in giving first aid care for head injuries, internal injuries and gunshot wounds in order to be able to give first aid for these injuries quickly and efficiently.

trainee will understand the concepts of giving first aid for tetanus, infection, and animal bites in order to give first aid for tetanus, infection, and animal bites quickly and efficiently.

Trainee will understand the concepts of immobilization in order to be able to immobilize a victim who needs to be quickly and efficiently immobilized.

Trainee will understand the principles of giving first aid to a heart attack, apoplexy, simple fainting, and epilepsy in order to be able to give first aid for these situations quickly and efficiently.

Trainee will understand the concepts of giving first aid for foreign objects in the eye, air and food passages, in order to be able to give first aid in these situations quickly and efficiently.

Trainee will understand the concepts involved in rescuing and transporting a victim in order to rescue and transport a victim quickly and efficiently.

Trainee will understand the principles involved in mouth-to-mouth breathing in order to give mouth-to-mouth respiration quickly and efficiently.

Trainee will understand the principles of mouth-to-nose breathing in order to know when and be able to give mouth-to-nose respiration.

Trainee will understand the principles of mouth-to-stoma breathing in order to know when and be able to give mouth-to-stoma respiration.

Trainee will understand the concepts concerning one-rescuer CPR in order to be able to do CPR if alone.

Trainee will understand the principles involved in two-rescuer CPR, and what the rate of performance is for each.

Trainee will understand the concepts involved in care of a choking victim who is conscious in order to be able to give this care quickly and efficiently.

Trainee will understand the principles of caring for a choking victim who is unconscious in order to be able to give this care quickly and efficiently.

Trainee will understand the concepts involved in mouth-to-mouth and mouth-to-nose breathing in order to be able to resuscitate babies who have stopped breathing.

Trainees will understand the concept of CPR for babies and small children in order to be able to give CPR to babies and small children.

Procedures:

The above instruction must be given by a certified American Red Cross Cardiopulmonary Resuscitation (CPR) Instructor.

Each trainee should receive a copy of the Red Cross First Aid Module: Respiratory and Circulatory Emergencies. You should work with a certified CPR Instructor and arrange for hand-operated viewers and practice mannequins as needed.

Area #4 - Positioning and Adapting

At any time in a special education paraprofessional's career, he/she may be assigned to work with physically (orthopedically) impaired students. In working with a person who has limited ability to control his movements, it is important for the paraprofessional to:

Help that person change positions;

Correctly position to prevent deformities;

Position the student in ways that allow him to move as normally as possible (to aid learning).

A basic understanding of how movement occurs is essential. Movement is controlled by the central nervous system (CNS) which sends messages to muscles and tendons which pull on bones across joints in order for us to bend and straighten.

Because of our ability to move, we can assume many different positions. Five common positions are:

Side lying

Prone resting

Prone developmental

Back lying

Sitting

Positions should be changed

(a) when requested;

(b) when lying, at least every hour when awake, every 90 minutes when asleep;

(c) when incorrect posture is noted.

The position a student is in should be appropriate to allow him to complete the assigned task check for changes in skin color or spots

which are usually warm. In each position, we must maintain good posture to increase functional movement.

Posture is total body alignment in any position. Good posture, the balanced alignment of the body is symmetrical posture in which body parts are equally divided on either side of an imaginary line (midline). Asymmetrical posture is unbalanced and remaining in this position can cause deformities and impair purposeful movement. Therefore, it is important for teachers and teacher aides to assist physically disabled persons to maintain good posture.

Muscle tone allows us to move and helps maintain symmetrical posture. Muscle tone is defined as constant tension. Too much muscle tone (hypertonic) results in the body being stiff and unable to relax (movement is inhibited). Too little muscle tone (hypotonic) results in the body being limp and movement uncontrolled (too relaxed; movement is inhibited). When the muscle tone fluctuates, involuntary movements are observed. Correct balance of muscle tone is essential for movement.

Correct muscle tone and healthy body parts allow our joints to move efficiently through a full range of motion (ROM) Abnormal muscle tone or deformities can cause limited range of motion.

Limited Movement

1. Interferes with learning and development;
2. Affects our internal organs;

3. Causes deformities by damaging muscles, joints, bones and tendons.

Muscles shrink (atrophy) losing size and strength. Bones become brittle. Tendons shorten and joints may freeze (contracture) or dislocate easily.

Primitive reflexes contribute to abnormal muscle tone and atypical postures. Primitive reflexes are involuntary movements which are observed but disappear in normal infants. When the central nervous system is damaged, a student may retain primitive reflexes or may have abnormal reflexes that normal infants do not have. Teacher aides must recognize primitive reflexes, know what causes them and how to prevent them from occurring.

Area #5 - Strategies and Methods

A. It is very essential in special education that each student's educational program is specifically designed to meet that student's needs--thus, the term individualized instruction.

1. Adaptation-Modification

The developmental sequences and rates of learning for students can vary among all students. In working with exceptional students, this variation becomes very evident. Therefore, it is most important in special education to use a wide variety

of materials and methods when helping students to achieve developmental learning sequences at their individual learning rates. Not only is it important to use a variety of materials and methods, it is also important to modify materials and adapt different methods to meet individual student needs.

2. Functional Skills

There are many components within a student's educational program. Everything that is taught becomes part of that student. The student must be able to use these various components to function in his or her environment to the best of his or her abilities. In adapting and modifying materials and methods, the purpose is to increase the student's level of functioning. Functional levels are different for different students.

3. Learning Styles

All students learn in different ways. There are students who learn auditorily, students who learn visually and some students who rely on both auditory and visual means of learning. There are students who use a tactile (touch) approach to learning. Some students use a multisensory (combination auditory, visual and tactile) approach to learning.

It is important to know an exceptional student's

learning style before we begin to teach that student. Materials and methods used for an individual student's program should be geared toward that student's learning style.

B. Levels of Assistance

In providing assistance to exceptional students, we must keep in mind that exceptional students need different degrees of assistance. The various levels (or degrees) of assistance are:

Independently -	student does not need aide's assistance for academic or self/help tasks
Minimum Supervision -	teacher aide occasionally reminds and directs but does not assist student in academic or self/help tasks
Maximum Supervision -	teacher aide provides total guided instruction (supervision) but does not physically assist student in academic or self/help tasks
Limited Assistance -	teacher aide performs some of the task for the student
Total Assistance -	teacher aide must perform the task for the student

C. Behavior Modification Techniques

Behavior is defined by Webster as "actions or reactions of persons or things under specific circumstances". Frequently when we think of behavior in education we always think of "bad behavior." Behaviors are the measurable actions which we observe in students as they react to their environment. Behavior is judged as appropriate or inappropriate depending upon the setting.

Some behaviors we want to change, some we want to modify and some we want to reinforce (reward).

Behavioral and social skills can be taught in schools and are taught just as any other skill is taught. When a student is experiencing reading difficulties the teacher will plan an appropriate teaching strategy, but if the student will not stay on task, and constantly disrupts the class, that behavior will interfere with his learning to read. On the other hand, if a student can stay on task and is achieving in his reading program he needs to be rewarded for that appropriate behavior.

Behavior modification techniques which may be applied in the special education classroom may include:

1. Reward desired behaviors immediately
2. Reward best efforts to achieve
3. Be consistent with rewarding and disciplining

4. Attention should not be used to reward inappropriate behavior (ignore the small "stuff")
5. Avoid arguments (ignore the "if's" and "but's")
6. Follow unpleasant tasks with a pleasant one
7. Let students <u>see</u> disapproval of their behavior

The ultimate responsibility for disciplining students lies with the teacher. However, it is important for the teacher aide to constantly observe and monitor student behavior while applying appropriate behavior modification techniques.

D. Task Analysis

Each component of an exceptional student's educational program may be described as a "task" that the student must complete.

For an exceptional student frequently, each task must be analyzed (studied closely) and broken down into various "steps." This may be the only way the exceptional student will accomplish a given task. To break the task into small steps or stages and work on one step at a time is a technique which is widely used in teaching exceptional students. This technique is called <u>task analysis</u>.

Each task that is assigned to exceptional students should be considered for analysis to determine if and how the task should be broken into steps to help the student to achieve. Task analysis

is an ongoing process for planning and implementing a student's individualized program.

Over 1,000 paraprofessionals received training during the three years of this project. The amount of training varied from parish to parish and the topics were selected by the Superivisors of Special Education in each parish. It is not known how each parish conducted their needs assessment. As part of our ongoing evaluation, we asked each participant to complete a workshop evaluation form after each training session. (See Appendix 1) On a scale of 1 to 5, with 1 denoting poor and 5 denoting excellent, the overall ratings of training sessions ranged from 5.0 to 4.1. When asked about suggestions to improve the session, more time was the most frequent suggestion.

A Paraprofessional Training Preference form was used at the end of the three year project to determine the most useful areas of training. (See Appendix 2)

Results showed that some areas were more useful than others. This data could have been influenced by the fact that the majority of the participants worked with severely handicapped children. Results are shown in the table below.

Table I

Area	First Preference	Second Preference
Roles and Responsibilities	9%	14%
Knowledge of Handicapping Conditions	20%	12%
American Red Cross First Aid	27%	37%
Positioning and Adapting	15%	19%
Teaching Strategies	29%	18%

Teaching Strategies and American Red Cross First Aid were the most frequent first preferences. The American Red Cross First Aid was also the most frequent second preference. Positioning and Adapting was second in the second preference group.

Conclusion drawn from this study must be tempered by the limited scope and generalizing ability of the data source. Nonetheless, these data do indicate that paraprofessionals were receptive to inservice training and that they not only felt a need for more training, but actually requested it. The results of this three year project represent an initial and encouraging step toward efforts to provide paraprofessionals with strageties and skills for coping with the handicapped children with whom they work.

Appendix 2

Paraprofessional Training

Preference Form

Please list in priority order the area of training that has been most helpful to you in working with handicapped children.

_____ Roles and Responsibilities

_____ Knowledge of Handicapping Conditions

_____ American Red Cross First Aid

_____ Positioning and Adapting

_____ Teaching Strategies

CONCURRENT SESSIONS

THURSDAY, OCTOBER 9, 1986

2:40 - 3:40 PM

DELIVERY OF SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY SERVICES IN RURAL AREAS

A major part of any child's success in school is the ability to communicate effectively. Adequate and appropriate communication skills are essential for a child's success in nearly all aspects of the school curriculum, e.g., reading, spelling, social studies, science, etc. Children and youth who have speech, language, or hearing disorders constitute the largest number of handicapped children in a school district. Delivery of services for communicatively handicapped children and youth in rural areas is difficult due to lack of qualified providers of service and alternative delivery systems. There also is considerable misinformation regarding the nature of the speech-language pathologists skills, kinds of cases served and the deleivery of service models that can be used.

During the past 20 years there has been a considerable change in the complexity and severity of cases served by speech language pathologists and in the kinds of delivery of service models used. In the 1960's caseloads were made up primarily of children who had articulation disorders who were seen in large groups. Today, over 50% of the cases have language disorders and are multihandicapped and are served using a variety of innovative delivery models. Unfortuantely, there are still individuals who believe that all children and youth served by a speech-language pathologists have articualtion disorders and can be served by unqualified individuals twice a week for 20 minutes.

This session will provide participants with the following information that can be used to: 1) develop inservice and preservice professional education programs, 2) establish certification standards, 3) recruit and retain quality personnel, and 4) develop alternative delivery of service models.

1. Skills, knowledge and practice activities of BA vs. MA speech-language pathologists.

2. How speech-language pathologists can be used to serve students with various handicapping conditions.

3. Data comparing caseload size and make-up between 1961 and 1981-85.

4. A comparision of traditional versus innovative delivery of services models and program practices.

5. Suggestions for delivery of speech-language pathology and audiology services in rural areas, e.g. use of supportive personnel, consultation, regular class programs, team teaching, etc.

6. Using technology to serve the communicatively handicapped in rural/remote areas.

7. Scheduling procedures that can facilitate services in rural/remote areas.

8. Research needs related to serving the communicativly handicapped in rural/remote areas.

The session wil be presented in an informal style to allow participants time to ask questions as various topics are discussed. Material will be presented using visual projections.

Stan Dublinske, Ed.D.
Director
State and Regulatory Policy

Lorraine T. Cole, Ph.D.
Director
Office of Minority Concerns

American Speech-Language-Hearing Association
10801 Rockville Pike, Rockville, MD 20852

Chuck Salina, Co-Director
Colville School District #115
7th & Hofstetter
Colville, WA 99114

STAFF DYNAMICS/MASTER TEACHER MODEL

The Staff Dynamics Model is a unique approach in the development of excellence in teaching within a rural setting. Coursework has been jointly developed by Colville School District and Gonzaga University, that is on the"cutting edge" and utilizes programs from business and industry and effective school research.

The result of the partnership between Colville School District and Gonzaga University is a field or rented masters degree program built on the strength of I.T.I.P.,,T.E.S.A., Social Styles and Ventures for Excellence and Versatility.

This master teacher model is built around the strengths of each institution and geared toward the needs of local teachers.

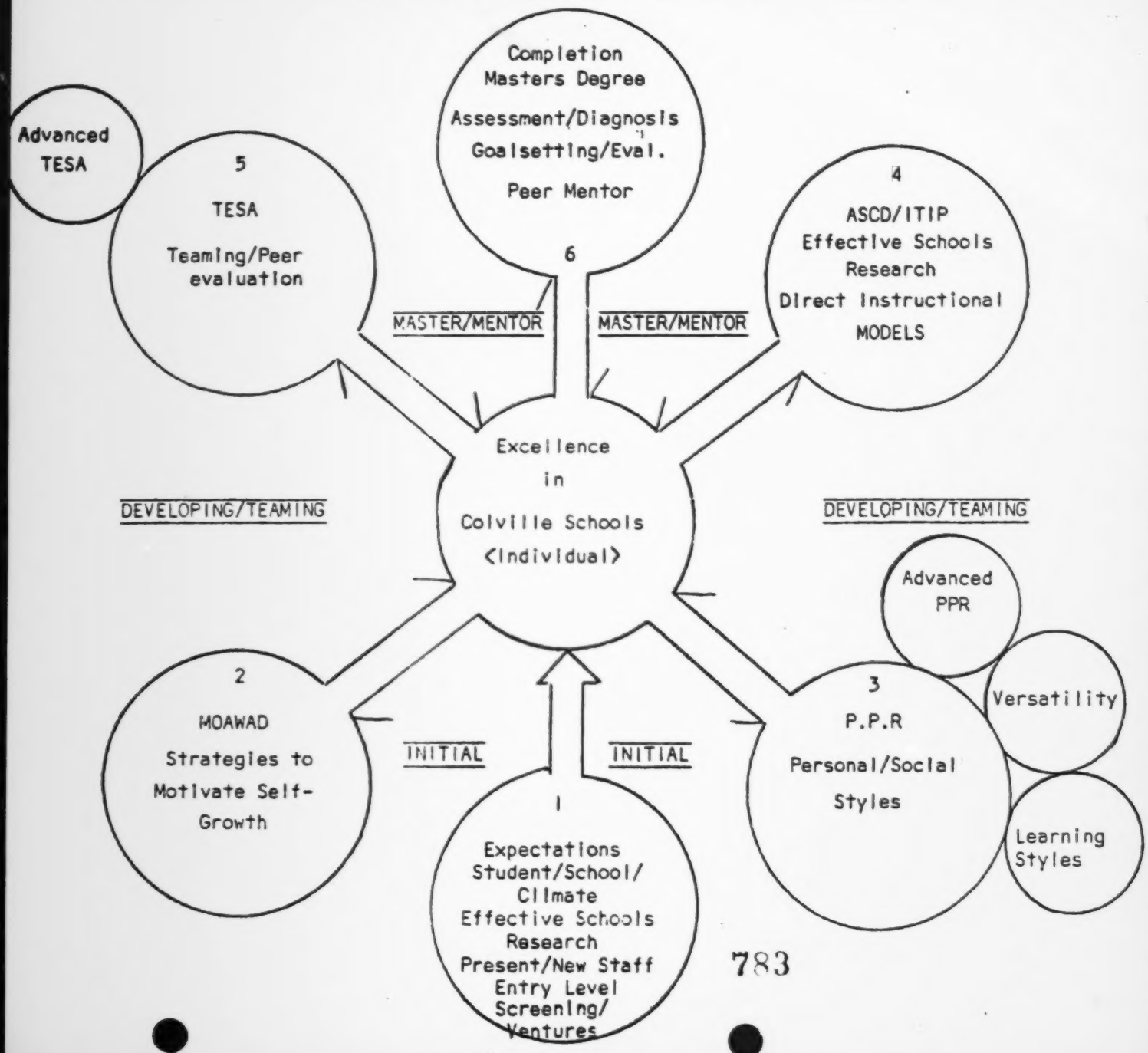
1. This program is highly portable and with its built-in flexibility, will meet the needs of any rural district.
   The Staff Dynamics Model is based on a process that allows teachers to see what behaviors to manage and improve on.

2. This awareness and mastery is developed through peer coaches/mentors which utilizes personal interviews, video, self-observation and on-sight coursework that is conceptual/behavioral based.

3. The culminating experience is, year-long field based internship, utilizing personal growth plans developed by the individual through the above process. Feedback to the teacher from all levels is continuous throughout the two - year program.

The result of this equal partnership between a college and a rural district is a much more practical training for teachers. It allows teachers to keep up with the latest in education, coupled with "in the trenches" experience.
This conceptual/behavioral approach based on individual strengths/weaknesses, peer/monitor coaching and reflective journals has provided Colville School District with highly motivated self-directed teachers. Please see attached appendixes for a brief overview of the program.

"A MODEL FOR EXCELLENCE IN TEACHING/INSTRUCTION"



STAFF DYNAMICS

(A Model for Excellence in Teaching/Instruction)

The peer assistance and teacher/mentor program will focus upon developing teacher behaviors and skills utilizing the "cutting edge" of staff development programs from both industry and education.

(3) These programs include personal styles and effective performance, which focuses upon a person's strengths and assists with managing weaknesses.

(2) A second component is human potential development through understanding self growth strategies.

(1) A third dimension involves effective school and classroom behaviors to bring about productive academic learning time.

(5) A fourth dimension focuses upon the skills and concepts of effective collegial teaming. This is the heart of facilitating a successful peer assistance teacher/ mentor system.

(4) A fifth area involves the indepth study of high teacher expectations and student achievement through application of skills in fifteen research based direct teaching behaviors.

(1,6) A sixth area is the initial entry level which is devoted to the study and conceptualization of excellence and and definition of the behaviors of master teachers.

(6) A seventh and final dimension focuses upon growth planning through assessment, diagnosis, goal setting and evaluation leading to personal and professional growth and development.

Lastly, the entire Staff Dynamic Model is put into operation through the teacher/mentor peer assistance concept of teachers helping teachers develop and master these skills.

STAFF DYNAMICS MODEL PROCESS LEADING TO MASTER DEGREE
AND MASTER TEACHER STATUS

16) Your completion of the Master's Degree Program
15) Your success with curriculum (rated by students, standardized tests)
14) Your success at working with students (rated by students, peers)
13) Your success at teaching/mentoring your peers (rated by peers)
12) Your success at applying #1, 2, 3, 4, 5 (rated by Principal, peers)

MASTER/MENTOR MASTER/MENTOR

11) Rescreening with Ventures for Growth Goals
10) Applying PPR/Learning Styles to become a more versatile person/teacher
9) Training/Mastering a direct instructional model - ITIP or ASCD
8) Training in TESA (teaming)
7) Training in Moawad to #1, 2, 3, 4
6) Learning to apply PPR to #1, 2, 3

DEVELOPING/TEAMING DEVELOPING/TEAMING

5) Training in Strategies to Motivate Self Growth (Moawad)
4) Training in personal styles (P.P.R.)
3) Training in School Climate Expectations in Colville Schools
2) Training in School/Instructional Expectations in Colville Schools
1) Training in Student Expectations in Colville Schools
0) Screening by Ventures in Excellence Criteria

INITIAL INITIAL

Katherine Bunch
School of Education
University of Mississippi
University, MS 38677

ABSTRACT

Putting Effective School/Effective Teaching Research into Practice through a Staff Development Model for Rural Schools

Effectiveness is a key term in American education in the 1980s. After two decades of research, educators have focused primary concern upon school effectiveness and teaching effectiveness. It has been suggested that these two areas of research should be integrated because of the complementary and reinforcing nature of one to the other.

Staff development is one vehicle for putting effectiveness research into practice. Unfortunately educators are often the worst offenders when it comes to following proven principles to guide the development of in-service programs. A lecture given by a visiting expert to convey effective school or teaching practices has little potential for causing dramatic change. In contrast, staff development programs are most successful that include these characteristics: strong administrative support, individualized focus, continuous not one-shot, on-site location, use of local personnel, collaborative/ participative problem-solving, and evaluation procedures.

How can a rural school district enhance school and teaching effectiveness within a staff development program that incorporates all the previously stated character-

istics of good in-service? Given the constraints faced by rural districts of limited money and personnel, an answer is available through the Behavior Action Team (BAT) Model.

The BAT is a teacher problem-solving group composed of classroom teachers, a special education teacher, and a teacher who requests assistance in dealing with a student learning or behavior problem. Optional members may be an administrator, a parent, or a student. The procedure is one which is a time efficient, highly-structured process. The problem is identified, solutions are brainstormed, intervention procedures including effective teaching practices are planned, evaluation is discussed, and a follow-up meeting is scheduled.

The BAT is introduced and implemented through a staff development plan that incorporates successful in-service practices. Variables associated with effective schools and effective teaching can be observed in practice within a rural district using the BAT model.

Rhea Schwartz, Assistant Professor
Florida A & M University
Tallahassee, FL 32307

A B S T R A C T

EX TRA - EXCEPTIONAL TEACHING IN RURAL AREAS
An Instructional Delivery System for Rural Teachers

An advanced course in recent research trends in gifted education was sponsored in a rural community fifty miles from the main campus. The RESPOND/ READ/ EPLICATE/REPORT System was used by this instructor with eight regular classroom teachers, an elementary guidance counselor, and two community psychiatric social workers. This System had been presented at a previous ACRES conference. It is the intention of this writer to replicate and document the System in a variety of settings, levels of instruction, and varied content reflective of the categories of exceptionality. The ultimate objective of these System replications is to produce a process module usable by other instructional personnel to teach rural teachers in a meaningful, exciting, involved, and effective method - regardless of the specific exceptionality content area.

Through an interactive process of needs assessment and task analysis, a course outline was developed (attached). Current professional periodicals related to gifted were available for use. Emphasis was put on special populations of gifted and a chapter of a recent text was used for illustrative purposes - the young, low income and culturally diverse, handicapped, girls, underachieving, rural, and extremely intelligent. Each student chose two groups from the list of special populations and located a professional article as related to a problem in identification and/or placement and services to the gifted. The results of the article were adapted to a replication with real children in rural schools, written in format, and presented to the class for discussion purposes.

This presentation will overview the System, with its direct applicability to rural teachers. Specific examples of replications of recent research with gifted children that the teachers used with their rural pupils will be illustrated. This will demonstrate the use of alternative means of instruction both of teachers, and, in turn, to their own day to day operations within the rural classroom.

February 6, 1986

Course Outline EGI 6936
re: Needs Assessment/Task Analysis

SEMINAR IN EDUCATION OF THE GIFTED: RECENT RESEARCH

In view of the continuing difficulties arising from the confusions in local, state,and national programs and services for the gifted this course will investigate the appriateness of various aspects of the current literature on the gifted. Precisely, the following outline of content is proposed:

I. Definitions - Gifted? Creative? Talented?

II. Identification - Are there specific identices?

for the teacher?
for the social worker?
for the guidance Counselor?
for the other professionals
for the parents?
for the child?

The relationship to other areas of exceptionalities

III. Interpretation of Psychologicals and other relevant information regarding the identification, placement and services for students who are gifted. This is in relation to the needs of:

the teacher
other professionals
the parents
the gifted individual

IV. Special Populations and how they relate to each of the above in terms of their strengths and weaknesses

Underachieving gifted
Young gifted
Low Income and Culturally Diverse Gifted
Handicapped Gifted
Gifted Females
Rural Gifted
Extremely Intelligent Gifted (Genius)

Methods recommended for facilitation of instruction

The individuals enrolled in this course bring with them a diverse wealth of professional information, experiences, and ability. The instructor will be responsible for providing the basic information regarding the specific topical areas and the supplementary materials for student usage.

The course, as a SEMINAR, relies upon the meaningful interactions of the students and the instructor based on ideas, experiences, informational data, readings, etc.

Evaluation

The teachers and other related professionals in this SEMINAR need to be able to relate the information and knowledge on the topical areas to their own personal and professional situation - in the classroom, in an office, at an agency, etc. Therefore, any review of the current research in the area of the gifted must have meaning to the everyday activities of these professionals. To achieve this the following is recommended:

Each student will choose, read, replicate, and report to the group on two readings from the current literature. This will be orally reported and written (according to enclosed format).

Each article will reflect one or more of the special population groups enumerated in the outline under IV; in turn, the content of the articles will each relate to one or more of the individuals in areas III and IV

Due to the fact that the main avenue of delivery of information is verbal and interactive, participation in discussion will be most important.

EGI 6936 Format for written Presentations (2) @150 each

I. Article cited and referenced appropriately 5

A. Special Population in article 5

B. Area of Concern - Identification, Interpretation 5

C. Purpose of the article and results 15

II. Description of your replication of the article enumerating the population you used, the method, and the outcomes 30

III. Your critique of any or all of the components 60

IV. Oral Report - stimulation of meaningful discussion 30

Grading

300 points can be earned by the above

An additional 200 points can be earned by meaningful participation (teacher judgment)

A = 425 - 500 B = 375 - 424

C = 325 - 374 D = 275 - 324

F = below 275

Walter McIntire
Coordinator of Educational Research
312 Shibles Hall, University of Maine
Orono, ME 04469

Community Attitude Surveys: A Strategy for Both Educational Evaluation and Public Relations

Abstract

Maine, as much of rural America, depends on "districts" that combine several "municipalities" for provision of public education for reasons of economics and educational philosophy.

One effect of the creation of such school districts is that policy makers (board members) risk losing touch with many of their constituants and increasingly may respond to single individuals and/or pressure groups who systematically address school boards.

One of the services the Center for Educational Field Services of the University of Maine offers is the conduct of Community Attitude Surveys. These surveys are designed to provide policy makers (and administrators) with citizens', professional educators' and students' perceptions, opinions and attitudes about their schools.

This presentation describes the process and results of such surveys in 20 Maine School Districts, ranging in size from single municipality districts to very rural ones made up of 10 or more "towns".

Results indicate identifiable patterns of citizen response by ruralness, extent of formal school-home communication strategies, and parent status. Examples of positive educational outcomes for districts as a result of completing the process are provided, as well as a discussion of alternative implementation strategies.

Our conclusion is that timely, well designed, professionaly administered and analyzed surveys of students, educators and citizens can be economically justified and provide valuable relevant data for local policy makers and administrators.

Ace Cossairt, Professor
University of Wyoming
Box 3374, University Station
Laramie, WY 82071

A Study of Rural Educator's Attitudes Toward Their Special Education Delivery Models

by
Ace Cossairt, Ph.D., University of Wyoming and
Wesley Little, Ed.D., University of Northern Michigan

Abstract

The enactment of the Education for All Handicapped Act of 1975 (P.L. 94-142) created a number of far-reaching changes in special education. This law requires that each handicapped child receive a free and appropriate public education in the least restrictive environment. As a result, many mildly and moderately handicapped children are being returned to regular classrooms and are receiving support services from special education teachers.

The success or failure of any mainstreaming approaches in educating handicapped students depends on the attitudes of regular educators, special educators and administrators toward their respective special education delivery models.

The purpose of this study was to assess and compare the attitudes of special educators, regular educators, principals and special education directors regarding their models of instruction for the handicapped. This assessment and comparison was accomplished by surveying these four groups using a 35-item questionnaire. Using a random selection process, 738 questionnaires were distributed to the groups resulting in a 63% return.

A five-point Likert scale was used to assess levels of satisfaction and differences in attitudes among the four groups (e.g., regular elementary teachers, special education teachers, principals and special education directors).

While there were statistically significant differences among the four groups on 8 of the 18 variables, the grand mean of responses on each question fell in or near the positive area on the Likert scale. These data reveal these rural educators are reporting a high degree of satisfaction with present special education models. While responses from all four groups were more positive than negative, it is important to be aware of the eight areas in which significant differences in attitudes were found, especially when educators develop new programs or adapt old ones.

Kay Sather Bull, Associate Professor
Oklahoma State University
309 N. Murray
Stillwater, OK 74078

Abstract

This presentation focuses on data collected as part of an evaluation of an on-going rural special education personnel preparation grant being carried out at Oklahoma State University. The grant project is federally funded by the Office of Special Education and Rehabilitation Services. The focus of seminars, observation experiences, and student teaching experiences in this project is on the needs and characteristics of rural schools. In addition, students in the program work toward dual certification in elementary and special education in response to the needs of rural schools.

Participants were recruited as juniors and included those who expressed a strong desire to teach in rural schools in Oklahoma. Data were collected to evaluate change in participant attitudes and perceptions during the first year of participation in the program. Data which are reported come from two instruments which were designed locally. The Rural School Inventory (RSI) focuses on the prospective teacher's attitudes toward working in a rural school and in a rural community. The Educational Practices Inventory (EPI) was derived from Reynolds et al. (1980) ten Clusters of Capability. It measures the prospective teacher's perceptions of the importance of various teacher competencies, as well as perceptions of one's own capabilities with respect to each of the ten Clusters.

Data were collected upon entry into the program and at the beginning of the second year in the program (Fall, 1986). Results will be presented which document degree of change in attitude and perceptions as reflected in the two instruments. The data have important implications for the evaluation of the rural personnel preparation model being carried out at Oklahoma State University. The data are also important because they are derived from instruments which may be used in documenting the effects of other personnel preparation programs which focus on rural education.

Pamm Mattick
Director, Child & Family Studies
St. Cloud State University
St. Cloud, MN 56301

COOPERATIVE STATEWIDE RURAL INFANT PERSONNEL PREPARATION

Nearly 60% of the school districts in Minnesota provide some educational services and programming for handicapped infants (ages 0-3 years). While Minnesota has an extensive 54 quarter credit teacher licensure (certification) in Special Education: Early Childhood, most University preparation programs have focused on content and practica concerning the education of 3 and 4 year old handicapped children. There is a significant statewide need for content relating to handicapped infants, particularly as applied in rural service delivery models.

In response to this need, the seven Universities with State approved teacher licensure programs in Special Education: Early Childhood have formed a consortium including the MN Sate Department of Education. This consortium has developed a system of summer institutes and cosponsored workshops focusing on rural infant programming. These institutes and workshops are available for undergraduate and graduate credit through each of the cooperating institutions of higher education.

This presentation will highlight how the cooperative nature of the activities has: (1) offered a statewide training experience, (2) has provided both urban and rural personnel with information concerning rural infant programs, (3) has provided a forum for all Minnesota teachers to have access to nationally recognized infant specialist, (4) has resulted in the development of instructional modules relative to rural infant programming that can be incorporated into the regular University personnel preparation programs, (5) has provided a model of cooperation between seven public and private Universities concerning faculty contracts, credit, course offerings, and curriculum development, and (6) has provided continuing education opportunities for the faculty at all seven Universities.

Paulette Mills, Coordinator
Rural Services Providers Training Grant
University of Washington
Experimental Education Unit WJ-10
Seattle, WA 98195

PREPARING MASTER'S LEVEL EARLY CHILDHOOD SPECIAL EDUCATION STUDENTS TO WORK IN RURAL AREAS: AN URBAN UNIVERSITY APPROACH

The Early Childhood area of the Special Education program has a three year personnel preparation grant funded to train master's level students interested in learning to serve young handicapped children and their families who live in the rural areas of our country. The program is set up to be completed in 3 - 4 quarters of college coursework and is currently entering its second year of operation. In addition to a well rounded selection of coursework, it includes experiences in working with interdisciplinary teams, awareness and exposure to working with other resources and agencies, and actual practicum experiences in the field.

This presentation will focus on the following features of personnel preparation program:

1. Identification of factors specific to the rural environment and the development of the "Rural Seminar Packet Series"

2. Integration of information regarding rural environment factors into the ongoing college curriculum

3. Interaction with other training programs for interdiciplinary experience

4. The rural practicum experience: organization, content, and evaluation

In this presentation, information will be shared regarding the first year of the project including evaluations by the students and the practicum sites. Plans for the second and third year of the project will be outlined.

EXPERT SYSTEM TRAINING APPLICATIONS: A WRITTEN LANGUAGE CONSULTANT

ELIZABETH S. MARTINDALE

Artificial Intelligence Research and Development Unit
Developmental Center for Handicapped Persons
Utah State University

Abstract

Written Language Consultant is an expert system designed to assist teachers in teaching secondary-aged learning disabled and mildly handicapped students to write a business letter. This program will be used in a study to validate the accuracy of the knowledge base, determine user acceptability, and establish the feasibility of using an expert system for inservice teacher training. This program could provide rural educators with consistently available consultant expertise in an area of teaching written language.

One of the basic expectations society holds for our educational system is that it will graduate students who have learned to write. This is usually taken to mean the ability to effectively use the written language. There is, however, a growing national concern that education is failing in that obligation. In 1983, Gundlach reported a "decline of writing ability among American students and indeed among Americans in general" (p. 175). Similarly, there were reports that the writing quality of the nation's school children was at a "generally low level" (Bataille, 1982; LePointe, 1986). Other reports (Corbett, 1981; Odell & Goswami, 1982) suggest that while writing skills are very important throughout people's lives, the majority of students do not have the written language skills they need to communicate effectively. If we are to meet the expectations of society and educate students who are able to produce visible written evidence of their thoughts, there may be a need for new educational strategies that can serve that goal.

During this same time, relatively little attention has been paid to teaching written language skills to handicapped students who also need adequate writing skills (Alley & Deshler, 1979). Written communication is equally vital to handicapped students if they are to survive the writing requirements of the regular classroom (Lerner, 1978; Poplin, Gray, Larsen, Banikowski, & Mehring, 1980). While the instructional trend in special education has emphasized math and reading rather than writing (Alley & Deshler, 1980; Wiederholt, Hammill & Brown, 1983), handicapped students need facility in written language to clearly state and express their

concerns, needs, and ideas. It is probable that if we have underestimated the extent to which all secondary students are required to write (Irmscher, 1978), there may be an need to place more emphasis upon written language instruction in the secondary special education curriculum.

Research efforts to date have concentrated on how the writing skills of handicapped learners differ from their non-handicapped peers rather than on the teaching practices that might be used to improve the writing skills of the handicapped learner (Polloway, Patton, & Cohen, 1981; Poplin et al. 1980; Poteet, 1980). An examination of the written language literature suggests that some direct consultation and procedural steps for implementing basic writing skills instruction would be beneficial. The use of written language is a complicated process that everyone does with varying degrees of facility. Programs that have been developed to improve the writing skills of students (Bay Area Writing Project, Gray & Myers, 1978) have focused on the needs of the non-handicapped student. Written language skills provide the handicapped with one more tool to assist them in their struggle to compete in the academic and non-academic world.

Special education teachers agreed that teaching written language is important, but they would like more instruction in teaching writing skills (Rousseau & Bottge, 1983). Many teachers are not as well-prepared to teach writing as they should be or would like to be (Morrison & Austin, 1977). This indicates a need to train special education teachers in effective methods of teaching writing skills.

The special education teacher is expected to be competent in several subject areas and to use appropriate instructional procedures and management techniques. Research shows teachers affect student achievement by the decisions they make, time allocation, and instructional management and expertise (Brown & Saks, 1985; Brophy & Good; Rosenshine & Stevens, 1986; Stalling, 1985). Many teachers agree that they would like more instruction in teaching written language skills. A readily available consultant could help the teacher to learn and to apply these procedures and techniques more efficiently and effectively. One possible way to provide consultant help is through expert system technology.

Expert systems have provided readily available expertise in medicine, geology, and business, therefore,
the unique capabilities of these computer programs may also permit the computer to become a fairly sophisticated model for teacher training.

Need for a Written Language Consultant

Often special education teacher training programs may not concentrate on teaching written language skills; as a result many beginning special education teachers lack expertise in this subject area. Because of these areas of specific subject weakness, such teachers may be far less effective in the classroom than is desirable. The use of expert consultants could help bring a satisfactory resolution to the problem. One area where a readily available consultant could assist is in the effective diagnosis and

instruction of selected writing skills. This project focused on writing a business letter.

Teaching students to write is a complicated process. Teaching the secondary-aged handicapped student to utilize and unify some writing skills into a finished product, like the business letter, could be an initial step in helping them acquire the facility to accomplish more difficult writing tasks. The business letter would allow the student to exhibit a variety of writing and thinking skills (Duke, personal communication). The business letter format could be used for writing a request for an interview, ordering a part, and/or lodging a complaint. The student is provided the opportunity to use written language for communication.

Development of the Written Language Teaching Consultant

Written Language Teaching Consultant was developed to use in a study to determine if an expert system can serve as a consultant to help special education teachers write a business letter to learning disabled and mildly-handicapped secondary aged students.

Objectives of this Study

The objectives of this study include: (a) writing a comprehensive curriculum module that incorporates effective teaching strategies and the teaching procedures for teaching students to write a business letter and (b) developing an expert system to serve as a consultant to assist special education teachers in learning and implementing the effective teaching strategies needed to teach students to write a business letter.

The research questions to be answered by this study are: (a) Can an expert system that serves as a written language instructional consultant be effectively implemented by special education teachers who seek the assistance of a consultant?
(b) Will an expert system, designed to train teachers the procedures to use in teaching the business letter to their students, produce changes in student behavior as measured by a domain-referenced test of student writing skills?

Methods

The target population for this study is the teachers of secondary-aged mildly handicapped and learning disabled students who qualify for placement in special education programs. A pretest-posttest with comparative groups research design will be used. Therefore, a domain-referenced test was developed which will serve as both the pretest and the posttest for this study. This test requires the student to write a business letter and demonstrate competency level in performing the skills needed to write this letter. These skills include (a) knowledge of capitalization and punctuation, (b) knowledge of abbreviations, and (c) recognizing and writing a complete sentence.

Results

The initial phase of this study, the validation of the expert system to determine the accuracy of the knowledge base and acceptability of the program to the user, and the progressive revision will be conducted from September through November. The comparative study will begin in January. It is expected that the results of this study will demonstrate that special education teachers effectively teach their students how to write a business letter by implementing the following procedures suggested by the expertise embedded in an expert system knowledge base. If this method of training teachers is demonstrated to be effective, then it should be possible to develop future modules in other areas of written language. These modules could be a cost effective method for providing inservice to teachers.

This expert system would add to the technological tools available for rural educators (For a discussion of these tools see Hofmeister, 1984). Reliable assistance would be readily available to provide teachers with a set of procedures for teaching their students to write a business letter. Some of these procedures, the format used for the lesson plans and the suggestions on managing behavior, have general application for other subjects.

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CALL FOR PRESENTATION PROPOSAL

EXPOSITION '86

Administrators: Be Our Kindred Spirit!

Dr. Barbara McConville
Associate Professor, Special Education Program
SUNY Plattsburgh
Plattsburgh, NY

The judicial and moral imperatives of the last decade have placed significant responsibilities on the schools to make more inclusive arrangements for educational and school-related opportunities for handicapped children and youth. Clearly these mandates have necessitated the involvement of many school personnel. A central role in organizing the instructional placement has been performed by the school administrator, who, historically and ironically, has lacked knowledge-level and content preparation about the special needs population.

This presentation is intended to focus on an examination of the knowledge and content preparation of a sample of current school administrators from urban, suburban, and rural settings in New York State. Correlations between type and amount of their academic preparation and degree of their successful involvement in fulfilling both the intent and spirit of P.L. 94-142 (as well as related state education law pertaining to handicapped students) will be reviewed. Appropriate generalizations from the findings of this study will be conveyed as well as relevant recommendations to public school systems and teacher training institutions.

During the summer of 1986, a study will be conducted to collect data related to both the academic and administrative preparation of a sample of current administrators in New York State for whom it is determined that involvement in arrangements for the schooling of handicapped students is a function of their professional roles. Respondents will be categorized according to the population density of their communities as well. The National Leadership Workshop for Teachers, Supervisors, and Administrators, to be held at SUNY Plattsburgh, will constitute the source for obtaining respondents.

Are administrators, who have been provided with in-service level knowledge and content preparation about handicapped school-aged students, functioning more successfully in arranging and overseeing quality educational offerings for the special needs population than those who have not been comparably prepared? This major question will be analyzed during the presentation.

Barbara Burrows
Assistant Director
Program Services Division
Office of Vocational Education
Kentucky Department of Education
2129 Capital Plaza Tower
Frankfort, KY 40601

Tara Parker
Counselor, NCC
Daviess Co. State Vo-Tech School
1901 Southeastern Parkway
Owensboro, KY 42301

KENTUCKY'S POSTSECONDARY VOCATIONAL EDUCATION PROGRAM

INTRODUCTION

The improvement of postsecondary vocational education became a major objective of the Kentucky Department of Education in 1982-83 with the reorganization of the Office of Vocational Education and the establishment of several goals relating to postsecondary programs. As of August 1, 1985, the following activities had been implemented:

1) Addition of microcomputers in the learning labs of all state vocational-technical schools.
2) Establishment of a required computer literacy course in all state vocational-technical schools.
3) Review of admission and assessment tests and procedures for postsecondary students.
4) Addition of CAD equipment to state vocational-technical school drafting programs.
5) Updating computer and word processing equipment in most of the Business and Office and Data Processing programs in state vocational-technical schools.
6) Development and field testing a flexible scheduling model.
7) Implementation of the total postsecondary program in all state vocational technical schools.

Vocational schools in Kentucky have traditionally had an open door policy with the implication that the educational program can develop high level job skills in all students regardless of academic preparation and ability. For a number of years, business and industry representatives have told vocational education personnel that the vocational schools needed to put more emphasis on academic achievement and ability of students to adjust to new employment opportunities and promotions after their initial employment. Vocational programs have traditionally done an outstanding job in skill development, but something further was needed in a comprehensive postsecondary vocational education program.

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The postsecondary program has established some program admission requirements with adequate educational opportunities and alternatives for those who don't meet these admission requirements. The postsecondary program recognizes all components of the curriculum as contributing to the educational program of the institution. Academic achievement is given a high priority for each institution. Each student is given an opportunity to develop skills in related occupational areas and to improve his/her ability to adjust to a variety of jobs within the occupational area.

The educational objectives of the postsecondary programs are:

1) To offer assessment of academic and occupational skills prior to enrollment; placement of students in appropriate occupational preparation; and assessment of academic and occupational skills before awarding diplomas and/or certificates.
2) To offer occupational preparation programs including initial, upgrade, apprenticeship, and retraining programs in concert with the academic and life skills necessary for successful work.
3) To utilize representatives of the community, business, industry, and labor in advisory capacities and cooperate with agencies (public and private) related to the delivery of educational programs.
4) To provide job development activities, placement services for students, and follow-up of students with business and industry.

PROCEDURES FOR THE KENTUCKY STATE VOCATIONAL TECHNICAL SCHOOL

The SVTS programs are designed to meet the unique needs of adult students preparing to enter the world of work and/or retrain in emerging or existing occupational areas. Students are provided opportunities to acquire the academic and laboratory learning experiences which will enable them to gain the occupational skills necessary to exit a program and enter a chosen career as a qualified and competent worker.

Vocational programs are designed to provide skills, knowledge and attitudes needed for initial entrance into, and advancement within, occupations requiring a relatively high degree of manipulative skills and basic competencies. Students are permitted to enter and exit the programs according to their own individual needs based on pre-determined levels of achievement. An advanced placement program is provided.

Programs are based on the expressed and perceived needs of business, industry, and labor within the community as well as interests of students.

Prior to entering a given preparation program, each student is provided academic and occupational assessments; receives orientation to career options; and undergoes counseling for proper placement in an occupational preparation program or in an

academic program prior to or concurrently with entry into the preparation program.

The school assumes responsibility to assist students who do not have a high school diploma to gain knowledge necessary to attain the high school equivalency certificate. No student is granted a diploma in a long-term preparation program without holding a high school diploma or successfully completing the high school equivalency program. Students who do not complete the GED receive a certificate for the successful completion of the vocational program rather than a diploma.

Students have access to a variety of opportunities complementary to the vocational program including counseling, financial aid assistance, leadership development activities, job development, and placement services.

The school provides fair and equitable treatment to all persons regardless of age, sex, race, and/or handicapping condition.

MAJOR COMPONENTS OF POSTSECONDARY EDUCATION IN SVTS

1) ASSESSMENT AND ADMISSIONS

All regular postsecondary students are assessed for interest, aptitude and ability in academic and skill areas. The vocational counselors continue to use professionally acceptable instruments and processes to assist students in making wise choices and career decisions; however, all SVTS's follow State Board of Education regulations as they relate to the admissions criteria to postsecondary vocational programs.

This regulation requires the potential student to take the Test of Adult Basic Education (TABE) or provide recent results (within three years) of the California Test of Basic Skills (CTBS). These tests both have cut-off scores established for:

a) full program admissions,
b) program admission with concurrent academic related programs, or
c) school admissions with educational achievement required before program admissions.

Alternatives are available for modified/special programs for the handicapped who may be unable to meet full program admission requirements.

The admission requirements to specific programs are intended to assist students to achieve the educational objectives of the occupational programs of their choice and is not viewed as a means of keeping students out of programs. The SVTS's are responsible for providing remedial programs for all

students wanting to meet minimum requirements. It is the obligation of the student to take advantage of this assistance to insure reasonable opportunity for success in the occupational program of his/her choice.

2) SCHOOL ORIENTATION

All students are provided with a school orientation to help them become aware of the facilities and the services available. Topics included are:

-School Facilities
-Policies and Regulations
-Student Financial Aid
-Learning Centers
-Counseling Services
-Program Offerings
-Safety and Health
-Student Organizations
-Placement and Follow-up Services
-Grading and Course Work Requirements
-Attendance
-Special Equipment
-Dress Code
-Students' Rights and Responsible Conduct
-Fees
-Teacher Responsibility

3) ACADEMIC SUPPORT PROGRAMS

Vocational education has the responsibility to provide organized educational programs which include knowledge, skills, and attitudes directly related to preparing individuals for the world of work. Through these programs, vocational education is directed toward developing an individual's capacity to continue to learn while preparing him/her for employment. To achieve this objective, students must have a functional knowledge of the basic academic skills--reading, mathematics, and language arts. Academic skills are critical to understanding the theory underlying practice in the occupational skills and to quality performance at job entry and higher levels of competence. Focusing on the vocational students' academic education as well as their vocational training will help students attain the educational skills and knowledge necessary to learn and progress in their chosen occupations.

Most postsecondary students enroll in vocational programs without the basic academic skills needed to succeed in the occupational program or in the labor market. To help these students achieve these basic academic skills, the flexible scheduling design incorporates a component for an academic support program. Three programs are included: the Learning Resource Center, the Academic Related Program, and the Technical Related Program.

Each student is tested to assure proper placement in an occupational program and/or in an academic program. During the initial assessment, if the student scores below 725 on the CTBS or 479 on the TABE in reading and below 717 on the CTBS or 504 on the TABE in mathematics, he/she is routed to the Learning Resource Center for learning experiences that will raise his/her reading and/or math skills. If the student scores 725 to 770 on the CTBS or 479 to 574 on the TABE in reading and/or 717 to 732 on the CTBS or 504 to 581 on the TABE in mathematics, he/she will be routed to the Academic Related Program. The student who scores above 770 on the CTBS or 574 on the TABE in reading and/or 732 on the CTBS or 581 on the TABE in mathematics is provided opportunities for developing academic skills related to his/her occupational program choice in the Technical Related Program.

A. STUDY SKILLS

A minimum of a five-hour instructional unit shall be provided all postsecondary students by an academic related teacher to include the following skills:

-Developing listening skills
-Reading technical materials
-Building a technical vocabulary
-Managing time
-Reviewing for a test
-Taking a test
-Skimming and scanning
-Dictionary skills
-Using an index and table of contents of a book
-Reading tables and graphs
-Using notetaking techniques
-Summarizing techniques
-Memorizing techniques

Additional study helps may be included such as but not limited to:

-Speed reading
-Newspaper reading
-Reference skills
-Map skills
-Preparing for the GED

This unit of instruction is provided no later than the student's second week in school.

B. THE LEARNING RESOURCE CENTER (LRC)

The Learning Resource Center is designed primarily to provide individualized instruction for students deficient in basic academic skills and who need

additional assistance to succeed in an occupational program or in the labor market. This includes students who have not met the assessment scale score for program admission and all students preparing for the high school equivalency diploma (GED--General Education Development).

An assessment of student needs for the Learning Resource Center is a coordinated effort between the counseling staff in the vocational school and the teacher/coordinator in the Learning Resource Center. Students entering the LRC are interviewed individually by the teacher/coordinator.

C. THE ACADEMIC RELATED PROGRAM (ARP)

The Academic Related Program is designed to provide classroom instruction for students who need to develop or improve their competence in basic academic skills. This program concentrates on improving reading, mathematics, and language skills to a level at which the student can complete training and successfully compete in the job market.

The assessment of student needs for the Academic Related Program is a coordinated effort between the counseling staff in the vocational school and the teacher for the program. Based on information from formal and informal assessment procedures, classes are structured to meet student needs.

D. THE TECHNICAL RELATED PROGRAM (TRP)

The Technical Related Program provides support instruction, primarily in mathematics and science, for students in specific vocational programs.

The Technical Related Program provides instructional programs which complement the occupational curriculum in which a student is enrolled. Students who need additional technical science and mathematics skills are given an opportunity, on an individual or group basis, to develop those skills and to learn to apply them to their occupational area.

4. EXPLORATION COMPONENT

All state vocational-technical schools provide an exploration component. The Exploration Component provides a time when students move through various activities and experiences in a variety of occupational programs offered by the school. Students are enrolled in the school before they enter the exploration phase.

The purpose of exploration is twofold:

a. To provide the student, who is undecided about a career objective, the opportunity to study, observe, and experience a variety of occupational programs in order to select an appropriate vocational program.

b. To provide the student, whose assessment results and career objectives are incompatible, the opportunity to study, observe, and experience his/her chosen occupational program in order to determine whether he/she can succeed in the career selected.

The ultimate goal of the Exploration Component is to help students select appropriate career objectives based on decisions made during exploration.

5. REQUIRED CORE CLASSES

In addition to the Occupational Courses, Orientation, Academic Support Program, and Study Skills requirements, postsecondary students must complete the following:

Computer Literacy

Content includes:

-- Correct procedures in operating a computer
-- Basic computer terminology
-- Composition at the computer (key, edit, save, and print)
-- Writing, inputing, debuging, and testing a small program in basic language.

Employability Skills

Content includes:

-- Identifying sources of jobs available.
-- Preparing a resume' with a cover letter.
-- Writing a letter of application for a job.
-- Completing a job application.
-- Preparing for a job interview.
-- Taking a pre-employment test.
-- Studying information available about the company and its products/services.
-- Learning what to expect from a job interview.
-- Compiling questions to ask the interviewer.
-- Interviewing for a job.
-- Presenting a favorable personal appearance.
-- Exhibiting acceptable work attitudes.
-- Communicating with positive body language.

Economics

Content includes:

-- Defining economics, the economic system and its purposes.
-- Defining profit.
-- Defining and explaining the general basis for a free enterprise system.
-- Explaining the function of money in an economic system.
-- Defining the concept of supply and demand.
-- Identifying the labor force and the job market.
-- Identifying importance of good work habits and attitudes.
-- Establishing effective communication techniques.
-- Understanding employee benefits and paycheck deductions.
-- Determining sources of consumer information and protection.
-- Understanding the services banks offer to customers (e.g. checking, savings, loans).
-- Developing and using a personal budget.
-- Recognizing the sources of credit and the advantages and disadvantages of each.
-- Studying and completing various tax forms.
-- Listing and discussing basic types of health, life, motor vehicle, and homeowners/renters insurance.
-- Discussing and using comparison shopping.
-- Identifying ways to manage time, energy, skills, and abilities.

6. OPTIONAL CORE CLASSES

Optional core classes are offered based upon school and student demand. Those optional courses which have been identified as possible ones to include are:

-- Blueprint Reading,
-- Hydraulics I,
-- Hydraulics II,
-- Core Welding,
-- Keyboarding (Typing),
-- Recordkeeping (Basic),
-- Advanced Computer,
-- Consumer Economics Skills,
-- Additional Employability Skills,
-- Life Skills,
-- First Aid/CPR,
-- Medical Terminology,
-- General Anatomy and Physiology, and
-- Introduction to Health Occupations.

7. STUDENT COMPLETION/TERMINATION ACTIVITIES

Students cannot receive a diploma from the state vocational-technical school until all requirements have been met.

Each applicant must:

(1) Have a high school diploma or meet GED requirements;
(2) Meet the academic requirements as measured by the CTBS or TABE.
(3) Complete one course each in the areas of study skills,

computer literacy, economics, and employability skills, or have demonstrated competence in each such area;

(4) Complete the tasks for a major DOT described by the Dictionary of Occupational Titles, provided the DOT is designated as a diploma exit point in one of the postsecondary vocational programs.

(5) Pass a written occupational achievement test prepared by the Office of Vocational Education and validated by Kentucky vocational teachers for the particular occupational program. The test shall be normed using scores from Kentucky students.

Students with less than these credentials may be awarded a certificate. In addition to these requirements, each student leaving the school will receive an exit interview by counselors.

Kentucky Vocational Achievement Tests (KVAT) were first administered during the spring of 1986. During this first KVAT administration, 1,325 tests were given with 1,217 passing and 108 failing. This was a passing rate of 92 percent.

Summary

Revisions in the design of postsecondary programs continue to be considered. The design was implemented by all SVTS in August, 1985, and enhances the specific occupational programs and opportunities for the student's educational growth.

KENTUCKY VOCATIONAL EDUCATION DELIVERY SYSTEMS

Secondary Vocational Education

1. "Shared Time" Area Vocational Education Centers

2. High School Vocational Classes

Postsecondary Vocational Education

1. State Operated Vocational Technical Schools Non-Degreed

2. Community College and University Associate Degree

3. Private/Proprietary Schools

178 Local School Districts with vocational programs
56 State Operated Area Vocational Centers
16 Locally Operated Area Vocational Centers
22 State Vocational Technical Schools and Health Occupations Schools
20 Community Colleges and Universities with Associate Degree occupational programs

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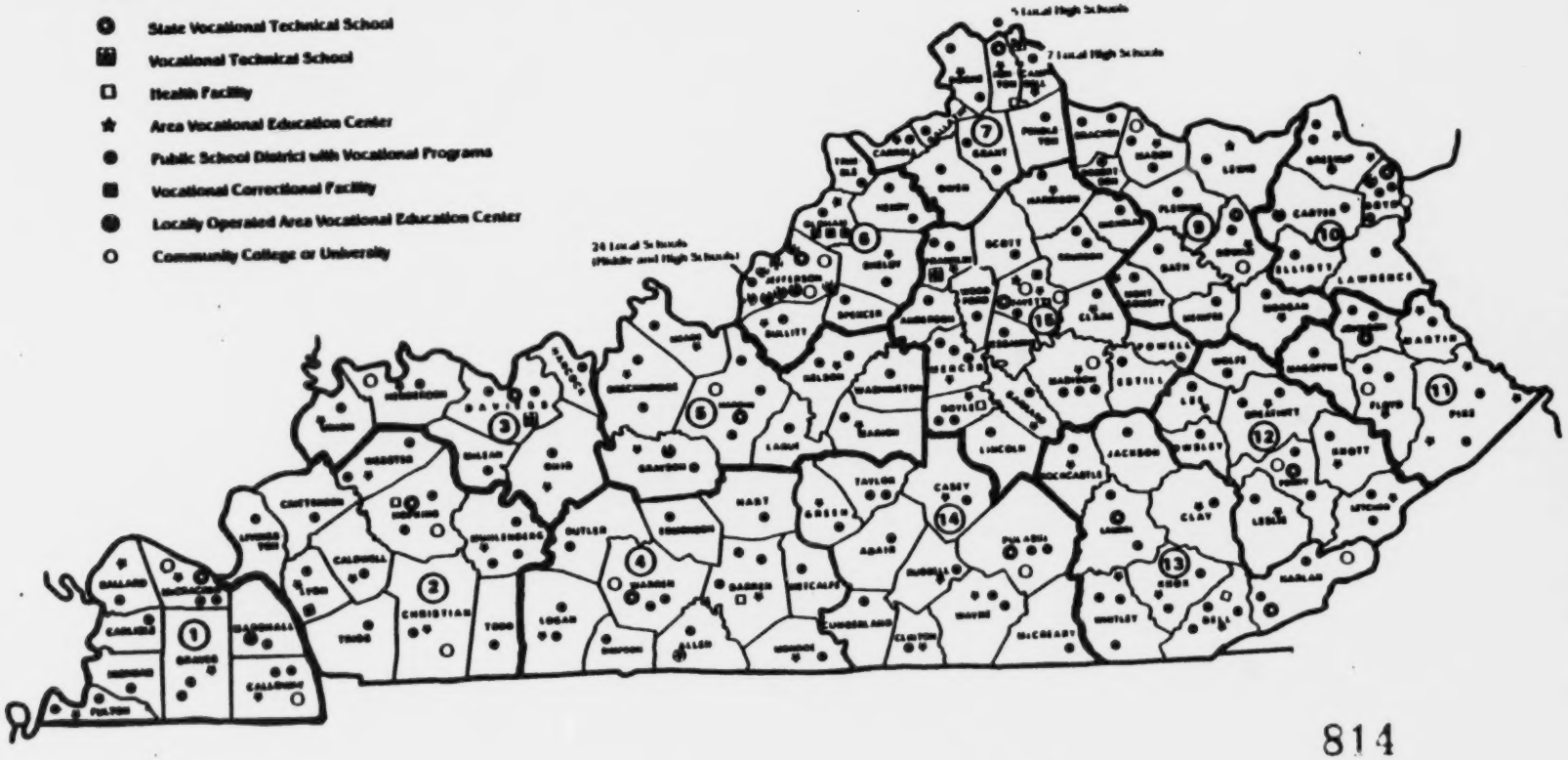
Facilities Offering Vocational Education Programs by Regions

Facility Codes

- State Vocational Technical School
- Vocational Technical School
- Health Facility
- Area Vocational Education Center
- Public School District with Vocational Programs
- Vocational Correctional Facility
- Locally Operated Area Vocational Education Center
- Community College or University



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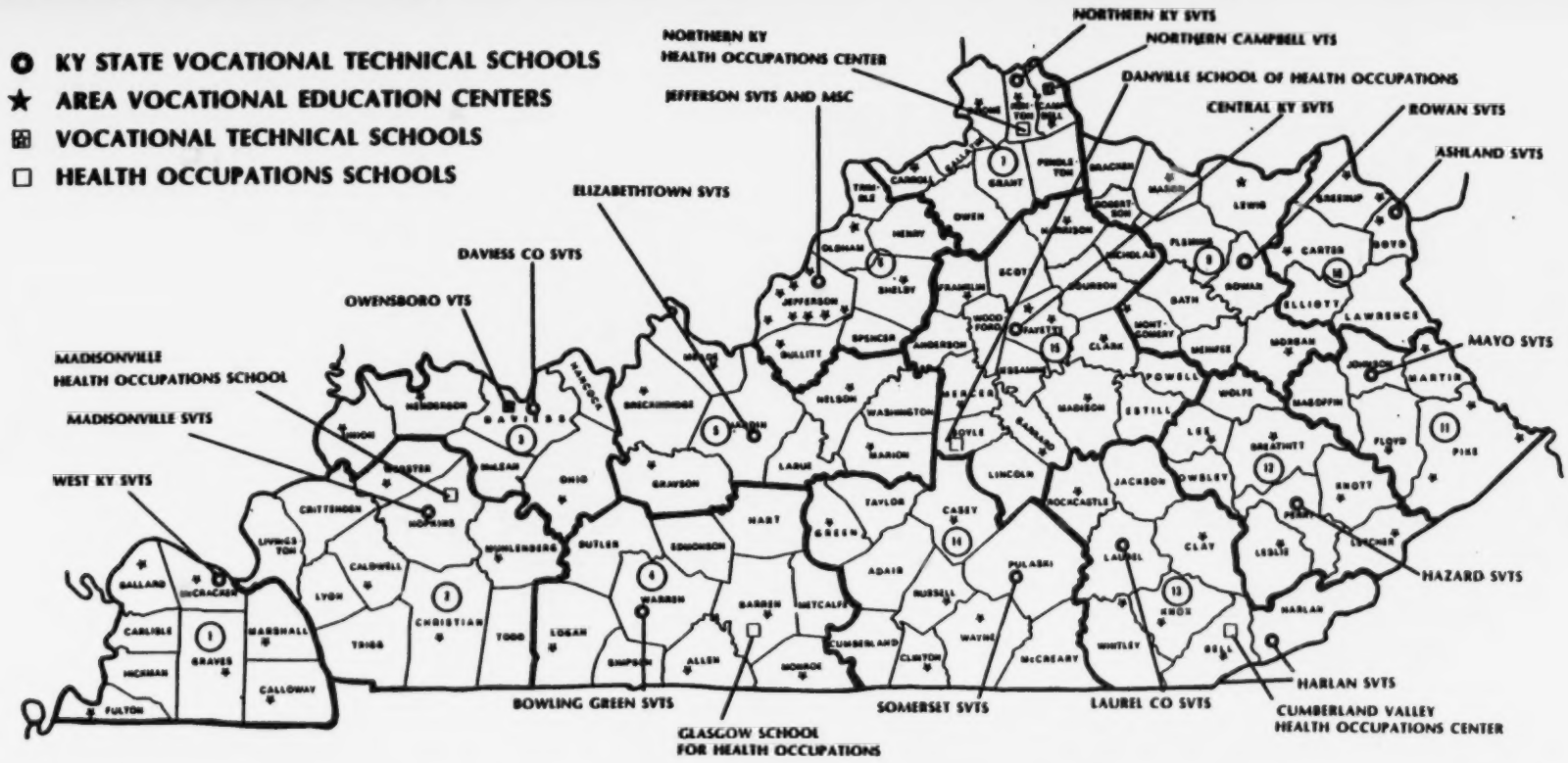

REGION 1
West Ky. SVTS
U.S. 62 West
P.O. Box 7408
Paducah 42001
502/554-4991

REGION 2
Madisonville SVTS
637 West Center
Madisonville 42431
502/825-6544

Madisonville HOS
701 North Lafoon Street
Madisonville 42431
502/825-6552

REGION 3
Daviess Co. SVTS
1901 Southeastern Pkwy.
Owensboro 42301
502/684-7211

Owensboro VTS
1501 Frederica Street
Owensboro 42301
502/684-9871

REGION 4
Bowling Green SVTS
1845 Loop Drive
P.O. Box 6000
Bowling Green 42101
502/843-1115

Glasgow HOC
1215 North Race Street
Glasgow 42141
502/651-5673

REGION 5
Elizabethtown SVTS
505 University Drive
Elizabethtown 42701
502/765-2104

REGION 6
Jefferson SVTS & MSC
727 West Chestnut
Louisville 40203
502/588-4136

REGION 7
Northern Ky. SVTS
1025 Amsterdam Road
Covington 41011
606/292-2700

Northern Campbell VTS
Campbell Drive
Highland Heights 41076
606/441-2010

Northern KY HOC
790 Thomas More Pkwy
Edgewood 41017
606/341-5200

REGION 9
Rowan SVTS
KY 32 North
100 Vo-Tech Drive
Morehead 40351
606/783-1530

REGION 10
Ashland SVTS
4618 Roberts Drive
Ashland 41101
606/928-6427

REGION 11
Mayo SVTS
Third Street
Paintsville 41240
606/789-5321

REGION 12
Hazard SVTS
101 Vo-Tech Drive
Hazard 41701
606/436-3101

REGION 13
Harlan SVTS
Mounted Route 1
Harlan 40831
606/573-1506

Laurel Co. SVTS
1711 S. Main Street
London 40741
606/864-7311

Cumberland Valley HOC
U.S. 25E S., P.O. Box 187
Pineville 40977
606/337-3166

REGION 14
Somerset SVTS
714 Airport Road
Somerset 42501
606/679-4303

REGION 15
Central KY SVTS
100 Vo-Tech Road
Lexington 40510
606/255-8501

Danville SHO
P.O. Box 788
Danville 40422
606/236-6030

SHORT-TERM UPGRADING AND RETRAINING PROGRAM

Various types of short-term upgrading and retraining classes are available at vocational schools across the state. These classes provide adults with specialized job training to develop skills necessary to obtain employment, maintain employment, and/or job advancement. Class locations and schedules are flexible to assure th best available environment for learning and/or the convenience of the students. For additional information, contact your local vocational school or the Office of Vocational Education, Capital Plaza Tower, Frankfort, KY 40601 (502/564-4286).

JTPA Programs

Various types of vocational programs are available throughout the state to persons who qualify under the Job Training Partnership Act (JTPA) sponsored by the following Service Delivery Areas (SDA) and others:

Purchase/Pennyrile PIC SDA
Tri-ADD PIC SDA
(Green River, Barren River, and Lincoln Trail)
Louisville/Jefferson Co. SDA
North Central KY Council SDA
Northern KY ADD SDA
Tri-ADD SDA (Buffalo Trace/Gateway and FIVCO)
Eastern KY Concentrated Employment Program SDA
The Cumberlands SDA
Bluegrass ADD SDA
Cabinet for Human Resources

High School Vocational Programs

Vocational education programs offered in the high schools for secondary students include Agriculture, Business and Office, Health Services, Home Economics, Industrial Education, Marketing and Distributive Education, and Special Vocational Programs. Twenty (20) units are now required by the Department of Education for graduation. However, a student can include up to six (6) vocational elective units and still meet precollege curriculum requirements.

Call your local high school for information on these programs.

Programs in Correctional Institutions

The Office of Vocational Education also operates a number of programs in correctional institutions. These are:

Blackburn Correctional Complex
Eddyville Vocational Education Center
LaGrange Reformatory Vocational School
Luther Luckett Vocational Education Center
Pewee Valley Reformatory Vocational School
Morehead Treatment Center

Prepared by
OFFICE OF VOCATIONAL EDUCATION
1986
PRINTED WITH FEDERAL FUNDS

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REGULAR PROGRAMS IN KENTUCKY VOCATIONAL SCHOOLS

KEY

- **X** — A regular, ongoing program offered during the day
- **A** — A regular, ongoing program of short-term courses for adults, usually in the evening
- **AVEC** — Area Vocational Education Center - These offer day programs primarily for full-time postsecondary students.
- **AVTS** — Area Vocational Technical Schools - Same as AVEC, emphasis is on secondary enrollment in these schools.
- **HOC** — Health Occupations Center - These offer programs for postsecondary students in health related occupations.

Electronic data processing programs are frequently offered at the schools listed below or students other than those enrolled full time. Consult your local regional office for more information.

| | | AG | BUSINESS AND OFFICE | | | | | | HOME EC | | | | DE | HEALTH & PERSONAL SERVICES OCCUPATIONS | | | | | |

Postsecondary Schools and Programs at a Glance

Kentucky Vocational Technical Education

Kentucky Department of Education
ALICE McDONALD, SUPERINTENDENT

Short term adult courses for upgrading purposes are not listed here. Call school for information.

| | | | AG | | BUS AND OFFICE | | | | | HEALTH OCCUPATIONS | | | | | | | | | | | | HOME EC. | | | INDUSTRIAL EDUCATION | | | | | | | | | | | |

Dr. Stephen C. Fleury
Assistant Professor
State University of New York
at Oswego
Oswego, New York 13126

Dr. John T. Mallan
Social Studies Chair
Syracuse University
Syracuse, New York 13210

Proposal:

Rural Policy Studies Skills

Rationale

In rural areas in the United States, various farm organizations have been traditionally concerned with rural community and economic development. The Grange's efforts were unique in using an educative, as well as a policy, approach to community issues. Social conditions have drastically changed since the peak influence of the Grange in the early part of the twentieth century. The technological revolution in agriculture and industry has brought about shifting patterns of population and of the way people meet their needs in rural society. (Indeed, what is perceived as a "need" in rural areas as a result of this change is a policy issue itself.) And, in large measure, the abilities of the Grange to educate and to meet the contemporary needs of rural community development have been made somewhat obsolete: the "centralization tendency" of modern institutions places much of the real power over local issues into a larger social arena. Rural leadership needs more sophisticated policy studies skills in order to effectively operate in this new social arena.

Centralized public education is a case in point in how "power" has shifted from the local area. Other than vocational and technical courses on rural trades, little evidence suggests that the standard rural curriculum involves students in studying their own "ruralness" in an increasingly urbanized economic order. One might argue that the values, ideas, and skills developed in public education reflect the reactive needs of an urbanized, industrialized society, not the needs and concerns of a changing rural-urban relationship. The role of public education may be crucial in the direction, significance, and effect of rural economic development programs.

Recent literature on rural development efforts point out two

significant factors for successful community development: (1) consistent introduction of new information, and (2) citizen participation in gathering this information. While many rural sociologists contend that new information is the "principal mechanism for keeping communities...socially vigorous and adaptive" (Knop & Knop, 1982), Senator Patrick Leahy from Vermont has stated that "one of the key factors inhibiting rural development is poor data and lousy information" (1979). And merely "more information" is not sufficient to serve the ends of community development. A different approach to knowledge is called for. Daryl J. Hobbs (1980) suggests that rural developers need to democratize knowledge--to help rural citizens to be aware of its impact on the larger socio-economic-political framework as well as on the local level. Knop and Knop (1982) argue that community adaptation and development is enhanced by involving citizens in the processes and activities of rural researchers. Citizen involvement in gathering, generating, and analyzing knowledge relevant to social issues not only de-mystifies it (and makes it more accessible), but fosters community commitment through such participation. They state

> The more confidence and competence citizens acquire with the process, the less likely they are to be overloaded by new information and experience and the more likely they will be to join community processes as participants. These contribute to citizens' preserving their prerogatives and perhaps even regaining some of the management control they have relinquished or had usurped. This, in fact, is the essence of community development(p.34).

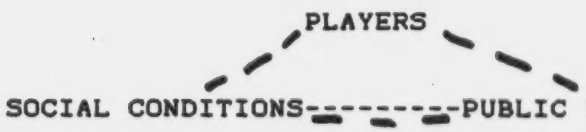
Although the authors of this quotation are speaking to professional social science researchers, their argument addresses the unique need for policy studies education in rural school districts. We propose a research development model for rural areas which merges policy studies techniques, public education, and rural community development.

Policy Studies and Public Education

A policy studies program in the school is an effort to apply skills and knowledge systematically and reflectively on policy formulation, implementation, and evaluation. It involves an effort to focus on what and how levels of government address policy issues. Policy issues are real, controversial, and <u>not</u> neatly defined before study commences. They are not merely exercises for students to discover pre-determined "right" answers. A good example of a policy issue which might be studied is the controversy surrounding cigarette advertising. The main issue concerns the health of citizens versus individual choice;

it is unsettled, public, and has identifiable groups directly involved to influence the outcome (R. J. Reynolds Tobacco Company, American Newspaper Publishers Association, National Advisory Council on Drug Abuse,...). There are associated issues of taxes, public health, design and use of studies purportedly following scientific methodologies, economies of particular geographic areas, etc. As with most policy issues, the amount of information can be overwhelming. There is a need for a basic conceptual framework to provide basic categories for collecting, organizing, and using data. The following provides such a framework:

Conceptual Framework for Organizing
Public Policy Issues Information



In this context, the word "player" has a specific meaning. Abstract groups such as "the public" or "the voting public" or "taxpayers" are not considered players. While all of the above may have a broad view of what is liked or not liked regarding governmental action, the player goes beyond a broad view and consciously works to shape the purposes, scope, timing, and implementation of a particular public policy. An elected official, an interest group, an appointed official, a lobbyist, or any individual or group seeking to shape intentionally public policy is considered a player. Another thing to note is that the conceptual framework acts as a system. Both the concept of player and the concept of system play important roles in developing a program designed to study policy.

A number of characteristics differentiates a policy studies program from other academic areas in the schools (Yates, 1977):

- A policy studies program is an effort to understand how the policy system really works--how different actors, different contexts, and a variety of resources and values are inextricably related.

- The problems encountered in policy studies are not abstract classroom problems, but rather appear all about us. The answers do not pre-exist in a textbook or the teachers mind.

- Policy studies deal with values and ask how certain actions can improve (or at least maintain) what is desired. Value issues in policy studies are made public.

- Policy studies does not stop with arm-chair speculation and academic prescription. Rather, specific policy objectives are noted and ranked, alternative programs and policies are designed and weighed, and the cost and benefits regarding policy outcomes are evaluated.

- The policy studies student develops a wide range of knowledge, skills, and competency areas. Rather than learning to take a narrow and specialized approach to any one policy issue, the student learns to use specialized knowledge from different academic areas when studying policy issues.

- Policy studies uses both substantive and procedural types of knowledge. Its content includes not only factual data about topics and events, but also data and information about the cognitive skills used in the study. This is a key part of the program. Skills are deliberately taught as knowledge and are self-consciously applied.

- The student of policy formulation, implementation, and evaluation must deal with specific skill areas: content analysis; categorizing, elementary, logical analysis, historical interpretation, etc.

- Policy studies is multi-disciplinary. The study or use of a single academic area such as history or sociology is insufficient to gain the needed understanding. Policy studies attempts to synthesize the learning derived from previous social studies offerings and other school courses.

Conceptual Framework for Public Education

Recently the New York State Regents, in an attempt to stimulate and increase participatory citizenship, mandated a fourth year of social studies in the high schools. Their purpose was both to sensitize students to public policy issues and to develop student skills in studying these issues. Collaborating with Dr. William Coplin and Dr. Michael O'Leary from the Maxwell School for Citizenship and Public Affairs, we developed the conceptual framework for this course. In addition to creating a broad instructional outline, we provided substantive content and skill concepts, materials to show alternative uses of content, identified alternative sources of content (e.g., local newspapers), indicated sequenced approaches to learning activities, suggested techniques for building and testing substantive and skill concepts and alternative approaches to

student evaluation.

The broad instructional outline includes four areas of possible emphasis: (1) Conceptualizing the Study of Public Policy (components of public policy issues, value conflicts and public policy, and uses of policy analysis); (2) Basic Tools for the Study of Public Policy (library, developing current data through interviews and surveys, descriptive statistics); (3) Planning for Participation (formulating policy positions,assessing policy implementation, evaluating policy alternatives); (4) Participating in Public Policy (the citizen as office holder, comparing public policy analysis, communicating policy analysis, critiquing public policy communication--media.).

Policy Studies and Rural Community Development

We propose to train local high school social studies teachers to identify and systematically study rural policy issues which impinge upon the economic and social development of their area. We are positing a functional relationship between rural education and rural development. By making this relationship more formal, such a project, we feel, would result in a number of beneficial short and long-term effects for rural development:

- In addition to rural teachers becoming a professional source of knowledge about rural issues and policy skills, their influence on many students through public education will likely have a "multiplier effect" for rural leadership and development.

- This effort can serve as a prototype for rural school districts in developing courses consistent with the resurging national emphasis on "civics", "government", or the "American political system." For example, because of the recently mandated twelfth grade policy studies curriculum in New York State, several teachers have already requested inservice training to prepare for the start of the course in 1988. Given the limited resources, money, and time of rural school districts, past experiences reveal that unless interested parties intervene, many districts will depend upon a standardized textbook or "packaged curriculum." When interested parties have supplied financial and curriculum support in the past, the curriculum tends to reflect this support. Unless a unique and viable rural policy studies approach is demonstrated, the curriculum of rural public schools will probably remain with

little concern in analyzing and studying their own social context.

- In addition to developing cognitive policy studies skills, students will become familiar with rural public policy issues and their relationship to larger societal structures and forces. Students with policy study tools and a base of knowledge about the processes of the rural economy may be more likely to seek and create employment within the area to utilize their skills.

- The immediate and long-term results from the studies of this project may surface questions of rural economic policies not usually given attention by local leaders and policy players.

- Whether high-school graduates develop career interests as rural sociologists, rural economists, or rural developers will not be the sole measure of the effectiveness of a program. If graduates remain in the rural area upon graduation, they will provide a well-prepared pool of rural leadership; if they migrate to urban centers, they will serve as an informal educative effort for rural concerns.

- Through the support of local organizations (e.g. the Grange), the efforts and findings of the individual studies could be publicized locally and statewide. Although some findings may be potentially sensitive to local leaders, over time they can provide valuable background data and address serious questions concerning local plans for rural development.

- A successfully instituted and publicized project can have ramifications reaching far beyond the results of a single study or article. As a formal, relevant, and useful part of the curriculum, "rural development" could become a familiar social topic and concern of public education rather than just a "social problem."

- Securing the support of farm and rural organizations could contribute to the local "legitimacy" of this effort...as well as provide an appropriate and contemporary means for these organizations to contribute to the development of rural areas.

Resource Context for Rural Studies: A Case Study

Rural areas are full of topics for policy study. On a national level, the most obvious contemporary policy issues surround the effects of the changes in farm legislation--price supports, quota systems, loan supports, etc. Other related topics are quality of life issues, suicide increases, increase in crime rates, decrease in farm numbers but increase in farm size, change in womens' roles, effects of part-time farming on the economic structure, decrease of educational funding, concern for the well-being of the elderly and the effects of migrant employment. This list is not exhaustive nor applicable for all rural areas, but it does suggest a variation of rural topics deserving policy study. The following case study is an example from a rural area with which we are most familiar.

Franklin, Clinton, and St. Lawrence Counties are at the northernmost tip of New York State. According to the 1980 census, each county shows different population growth rates over the past seventy years. While the number of people in Franklin County remained virtually the same at 45,000, St. Lawrence County increased by 28% to 114,300 and Clinton County by 70% to 81,000. The cultural make-up of this area primarily descends from White, New England origins, although a large proportion are of French Canadian extract. Native American residents of the Awkwasasne reservation make up 5% of Franklin County's population.

Although the major industrial plants of the area are Alcoa, Reynolds Aluminum, and General Motors, lifestyles and occupations are primarily dependent on agriculture. Unemployment rates in these counties average between 11% to 13%, according to the season. General Motors recently announced the closing of their plant in 1988, putting 1300 workers in precarious employment. The well-being and prosperity of farmers (and of other residents) in this area seem of lesser quality than that of similar agricultural areas in New York State or areas immediately across the Canadian Border. The apparent differences in conditions of these areas may have a lot to do with the proximity to urban centers. Montreal, Quebec is less than an hour's travel from Canadian rural areas adjacent to the Border, while the largest urban center to serve the three Northern New York counties is Plattsburgh, located on the eastern border of New York State in Clinton County. Just as the existence of Montreal may positively influence rural development for Southern rural Quebec, the existence of Plattsburgh may make economic conditions in Clinton County different from Franklin and St. Lawrence counties. But this is an empirical question for policy studies.

Study Topics

This area is ripe for studies concerning rural economic and social development. The rural economy of Northern New York is indicative of the influence of various structural changes of the larger state and national economy. Labor markets go through drastic changes in response to small construction projects relative to other areas of the country; Local service businesses rise and fall according to "slight" changes in national dairy farm policy; The prosperity of stores in this region varies according to the exchange rate for Canadian money--some years Canadians gain the advantage, some years New Yorkers do. Policies concerning Native Americans impact on outlying areas. Some indications of this are the amount of federal and state support for educational services, the attracting of "gasoline and cigarette customers" away from their immediate locales to the Reservation because of the availability of tax-free goods, and the income generated from the large commercial Bingo Halls recently appearing on sovereign native American territory. Because the three industrial plants in St. Lawrence County are the greatest source of factory work, a lay-off of a few hundred workers at a plant has a major impact on all proximate communities. The future shutdown of the General Motors plant will likely create social and economic effects of a crisis proportion for some segments of the North Country. And Northern New York is not without the chronically rural poor. Both public assistance and unemployment rates are above average for New York State. In addition to the income problems facing the elderly elsewhere in the United States, many traditional community occupations are no longer open to residents of all ages in this rural area. Pockets of income differences are visible both within and between local communities. There is no derth of topics to study in Northern New York.

Training by Doing

A rural policy studies program for the Northern New York region, as well as any rural area, could be established in a number of different ways. One possible manner would be to first train ten to fifteen area social studies teachers in policy studies through doing rural policy research. Next, these same teachers could then develop and teach (in process) a course involving high school seniors in doing rural policy research. It

is quite likely that arrangements could be made for teachers to receive the initial training and graduate credits from a local university.

The training of the teachers and the students would first involve them in a survey of public policy tools. This survey would develop the conceptual and analytical skills to analyze public policy issues. The class activities would help teachers identify different types of public policy issues, to recognize components of public policy issues (the players, the social conditions, and the policies), and to separate different types of public and private interests on any issue. Teachers will become familiar with different types of policy study approaches and purposes, e.g., as an analysis for monitoring, forecasting, or prescribing. Different sources and methodologies will be explored. After an immersion in rural development literature, both historic and sociological, the teachers will identify specific research questions reflecting topics of concern and relevancy in their particular areas. After identifying their research questions, the teachers will design and implement a policy study on a rural issue. A requirement for the successful completion of the course would be for the teacher to publicly present his or her findings.

After the teachers have become familiar with policy studies approaches and with rural issues, teachers would need inservice training to develop instructional strategies and materials for use with their high school students. Teachers would develop activities to involve students in learning how to do both logical and statistical analysis on rural issues. The high school students would be familiarized by the teachers with public policy studies skills and would have experiences in various analytical activities prior to completing a major policy study for the course. A culminating activity of the course would be the collecting and packaging of the rural policy studies designed by the teachers and students. The collection of "findings" could be submitted for local publication and made available to local leaders and libraries. Once rural policy studies courses became widespread, a journal for these studies could be initiated.

Summary

A rural policy studies program for high school seniors would serve educational, social, and rural development ends. In an age of impersonal science, it deals with values and value positions as it attempts to improve social conditions. It calls upon the use of knowledge from different academic and non-academic areas. It uses a variety of sources and kinds of knowledge, and

approaches knowledge in a unique manner. And the emphasis on the development and use of thinking skills ensures that its effects on students are transferable to other areas of their lives. The effort to concentrate on how we deal with knowledge in a democracy points out the positive effect of policy studies programs in rural schools. Daryl Hobbs, a rural sociologist, states

> We speak frequently of influencing 'policy makers' with the implication that they are highly placed officials; less concern seems to be directed to supplying applicable and relevant information to the non-officials whose judgments and actions in a democratic system are the determinants of 'development' and to the effectiveness of 'development' programs and policies (p.22).

A policy studies program in rural schools would be a good start in addressing this concern.

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RESEARCHERS FROM THE VILLAGE.

An Indonesian Non-Government Rural Action
and Community Development Training Program.

A paper presented
at

Exposition '86 : Innovative Programs, Research
and Technologies in Rural Education.

Annual Conference of the National Rural and Small Schools Consortium.

Russ Dilts,
Representative, World Education Indonesia,
PO Box 159, Solo,
Java, Indonesia.

Hadimulyo and Arief Mudatsir,
Pesantren Program, LP3ES,
Institute for Economic and Social Research, Education and Information,
Jl. S.Parman 81, Slipi,
Jakarta, Indonesia.

and,

Adrian Blunt Ed.D.,
2958 West 3rd Avenue,
Vancouver, B.C.,
V6K 1M7,
Canada.

Western Washington University,
Bellingham, Washington.
October 7 - 10, 1986.

ABSTRACT.

A non-government program conducted in the villages of Java, Indonesia to generate 'grass-roots' social change is described. The program trains action-researchers, recruited from local villages, to work within their communities to revitalize existing institutions and to gain control over the development programs and social services intended to benefit them. These programs and services are frequently controlled by 'outside' agencies and do not reflect the values and priorities of those communities that they are established to assist.

The training program has it's origins in participatory research, in particular Freire's 'conscientizing research' and bases it's training approach on adult/non-formal education.

Participants attend a one month residential workshop, complete four months of supervised field work, attend a series of planning workshops held at one month intervals and attend an evaluation workshop at the end of the one year training period. The four elements of the curriculum for the one month residential workshop, an introduction to community development, action research methods, program planning and problem solving are summarised.

During their fieldwork the participants identify village' needs and concerns, develop action project plans based on their needs analysis during the planning workshops, implement the plans and evaluate the outcomes of the projects after one year.

Outcomes of the program which began in 1977 and which has now demonstrated its effectiveness in many rural areas are summarised.

Early one evening in the village of Kajen situated between the dry hills to the south and the mudflats of the north Java seacoast a young woman wearing a 'kerundung' (Islamic head covering) sits with a group of illiterate peasant women. They are drawing squares or circles, the size of which indicates their perception of their own standing relative to other villagers in terms of landholding, wealth, welfare, education, or happiness. The conversation is lively as they dig deeper into their circumstances and their problems. "Why are we unable to send our children to school?" "Why are some people poor and others rich? Is it because the poor are lazy? Is it fate? What does our religion say about this?"

These women from the 'kebudayaan bisu' (the culture of silence) are asked another question by the young woman after they have listed 'important' persons in their community, again using graphic repesentation: "if the size of this square represents the influence of the opinions of this particular person, draw a square representing the influence of your own opinions in the community". Again analysis begins concerning channels of communication and the nature of personal influence and its effects.

The session ends with the peasant women asking their young visitor personal questions about herself, her family, and her background. The session had begun in this manner, with the young woman inviting questions: "You know my name, but why do you think I want to talk with you? What reasons do you have for not trusting persons like myself? What are the differences between us?". At the end of their meeting they decide when they will meet again, what they will discuss and who else they will invite to join them.

In subsequent sessions folk sayings, Koranic passages, and development slogans will be used as discussion starters. Groups will analyze the meaning and relevance of the content of these 'messages' in terms of their own life experience. Using projective techniques (i.e. Questions such as "What do your neighbors complain about most?", or by the use of drawings and posters) a picture of social interaction patterns and family activities will be developed and discussed.

The young woman described here is not the 'outsider' her activities might indicate. She is not a researcher from a university nor an extension worker from a government department; she is a 'Researcher from the Village'. A permanent resident of the village, she has been trained as a community development cadre, through an action research program for community development. She has received a month of training along with 3 other persons from her village and 50 others from 12 neighboring

villages. She and her cohorts will conduct 4 months of in-depth village research with individuals, groups, and village leaders. Each week she will meet with fieldworkers from the Pesantren Masiakul Huda Community Development Bureau to discuss progress and problems. Monthly the entire group of village researchers gathers to review progress and solve joint problems. At the end of the research period they will meet for a workshop to begin developing plans for activities in their respective villages based upon the needs and resources of groups established in each village.

Pesantren Masiakul Huda (a community-based Islamic school) established its development bureau in the context of a special program initiated by a national non-governmental development agency, the Institute for Social and Economic Research, Education, and Information (LP3ES). Starting with 12 core pesantren in 1977, the program has spread to a total of 72 locations as part of a movement to develop pesantren .(enrolling over 6,000,000 resident students in Java alone) into effective community development institutions. The Bureau at Maslakul Huda was established in 1980 to institutionalize and decentralize the program and has since undertaken a variety of projects concerned with small industry development, village health care systems, community library and reading programs, savings and loan collectives, sanitation and environmental programs, village technology and animal husbandry programs.

The success of the Bureau's programs began to attract the attention of neighboring villages, and outreach progams were begun until the Bureau found itself understaffed. At this piont the idea of a training program for cadres from all 13 villages in Margayoso sub-district emerged.

THE GOALS OF THE TRAINING PROGRAM

The goal of the program was to generate grassroots social transformation through the organization and education of groups within each village. The target was the alleviation of socio-economic attitudes, systems, and structures that create and sustain impoverishment and oppression at the community level. The 53 cadres trained were professionals in the sense that they, like others from their village, must practice the 'profession of staying alive'. Most of the 27 women and 26 men involved in the training ranged in age from 20-30 years. They represented small farmers, traders, craftsmen, teachers and staff/senior students from local pesantren.

A key objective of the program was to revitalize community institutions, rather than, as frequently happens in development projects, replace existing institutions with new and outside controlled/dependent ones. Development programs in some areas of Indonesia have established nutrition programs which take responsibility for child health out of the hands of mothers and families and extension programs in agriculture which decide from regional plans what farmers must plant. Pesantrens themselves were formerly the only Indonesian national education system

training villagers who would continue to live in villages rather than a system of education akin to colonial systems with no responsiveness or responsibility to village culture and needs.

The programs generated by Maslkul Huda's Bureau seeks to develop a capability in the village to gain control of programs in order to avoid having externally controlled development. When an individual became sick in Kajen, he could walk miles to the sub-district health center and hope a doctor or nurse would be present and that there were not too many patients waiting. When community health posts are established a villager can get basic health care at home and the community health cadre can determine when the doctor will visit the village. Government programs must consult with the Bureau if they are to succeed and some government programs are implemented by the Bureau. A phrase constantly heard among fieldworkers and program participants is "We are Subjects, not Objects".

THE TRAINING SYSTEM

Training is too often conceived as a one shot affair comprised of activities planned to occur over a limited period of time in a specific location. From the outset the "Researchers from the village" program was described as a one year training program with the following stages:

1. Recruitment and Selection where program goals, both for training and subsequent action programs were discussed within each village involved.
2. A One Month Training Workshop was conducted wherein all participants would spend one month in an intensive, residential training program conducted by the Bureau and LP3ES staff.
3. Four Months of Fieldwork/Action Research including the following:
   - Socialization of workshop learning wherein cadres integrated new learning and workshop outcomes into their new roles within the village.
   - Community Research/Community Organization (3 mo.)
   - Generation of program alternatives by the community

   During this period ex-trainees received support via:
   - Weekly counseling and consultation with Bureau staff
   - Monthly trainee group problem solving meetings
4. Planning Workshops: at the end of 4 months of fieldwork, workshops were held in each village to develop action plans based upon the results of the research. These workshops were held at the village center and involved community groups and village government. The results of the research were reviewed and alternative programs proposed by the community developed into action plans.

5. Action Programs: for an 8 month period action programs were implemented based on plans established during the planning workshops. Supervision and monitoring was

done by the Bureau and the programs were carefully documented.

6. Evaluation Workshop:after one year a joint evaluation workshop was held to assess the overall status of programs in the villages; analyze problems; determine needs for further training, support activities or technical inputs; assess the social impact of the programs; assess the effectiveness of the cadre system and village participation, and to determine future activities.

THE TRAINING APPROACH

The basis of the training has been an eclectic mix of "transformed" concepts. Over the last 8 years various concepts and their consequent methods, materials and tehcniques have been tested and modified on the basis of experience then combined with other concepts to become a dynamic and mutually reinforcing set of ideas and techniques.

The term 'participation' has been jargonized with consequent loss of meaning. A recent banner in Jogyakarta read: "Participation in Development Means Paying Your Taxes". The Bureau's trainers and fieldworkers feel more responsibility to accumulated experience than they do to the consensus declarations of international academic conferences on 'nonformal education', and participatory research. Readers may recognize that the Bureau's training approach has its origins in participatory research or Friere's 'Conscientizing Research', however to the trainers what is important is that the concepts and practice be congruent and internally consistent.

The Bureau describes its training approach and methodological strategy as:

- Adult Nonformal Education/Andragogy:Emphasis on the use of participant life experience and knowledge to identify and analyze situations, problems and conditions. Problem-posing, 'structure' opportunities for learning that are process rather than content oriented, and maintaining a climate conducive to openness and co-operative activity.

This general approach embodies respect for the learner as an adult who must go through his own process of growth and change based on his own experience and fitting his own future within a specific community. The methodologies to support this approach are drawn from:

A. Participatory Training wherein learners are involved in all processes from the initial 'learning contract' through to the final evaluation. They are encouraged to use all available resources including self-directed learning, group learning, and informal learning activities outside the training setting.

B. Laboratory Training/Structured Experiences which allow participants to 'experience a variety of phenomena for themselves through simulations, socio-dramas, case studies and fieldwork which keep the training 'grounded'. New learning is

incorporated into a growing framework of practical, understandable, and usable knowledge and skills that will equip the participants for their work as community activists. Lectures are kept to a minimum and are used to initiate dialogue between participants.

PARTICIPANT SELECTION

Participants for the training were recruited by Bureau members through discussions with community leaders and Pesantren. Kajen, with 14 pesantren and 2,350 pesantren students on only 61 hectares of land, is called the 'Pesantren Village'. From this community base 8 candidates were nominated by each village with the approval of local informal leaders and the village head. These candidates were then filtered down to 4 based on a series of interviews over a two day period by Bureau and LP3ES staff. The selection was based upon the candidate's motivation for training, experience/involvement in community action programs, understanding of village problems, understanding of Islam in terms of development, their critical thinking ability and general knowledge, and their ability to present ideas in a logical and systematic manner. The selection process was recognized as being subjective, but through years of experience in this type of program LP3ES has found that it is variables such as motivation, independent thinking ability, and openness to ideas that predict an effective fieldworker. Other selection criteria included level of formal education/literacy (several participants had only primary school education), permanent residency of his/her respective village, age (20 to 40 years old) good health, and ability to work as volunteer.

TRAINING CURRICULUM

The curriculum for the one month program contains 4 main elements:

- Orientation to Community Development and to the role of Pesantren and other community institutions: This unit broadens participant awareness and knowledge of the root causes of village problems. Existing social and economic structures are analyzed and participant experience with community and government organizational functioning is discussed. This unit also includes analysis of Islam's call for action in social and economic matters as well as discussions with officials concerning government development policy.

- Action Research Concepts and Methods: this unit begins with the concept of knowledge and various research approaches from traditional through 'conscientizing'. In-class simulations of methods are followed by three days of fieldwork in villages where participants gain experience with action research strategies. They return to the workshop to discuss problems and to receive assistance to improve their new capabilities. Also stressed is the importance of recording and documenting experience.

Participants returning from field practice bring with them specific details of village situations, not vague 'assessments'. They describe existing communication and influence networks, social and inter-group conflicts, non-functioning government programs, farmer difficulties with the Intensive Sugar Production Program, loan shark/credit systems, family income utilization, land title disputes, perceptions concerning formal education, belief systems, cults and sects present in the community, pressure on landless labor/and ownership patterns, pollution problems, attitudes toward family planning, etc. The participants learn to present their analyses in a logical, systematic, and organized way.

•| Introduction to Progam Planning:the participants are also trained in techniques for group planning of socio-economic programs at the grassroots. Emphasis is on situation analysis, group discussion, alternative generation and selection, and strategy-step delineation. All planning methods taught can be used with community groups including the village poor and illiterates.

•| Program Alternatives and Problem-solving:participants observe programs undertaken by the Bureau. The appropriateness of the programs to basic problems encountered by village groups is examined. This part of the curriculum also analyzes existing government and local program activities and identifies ways of re-activating existing social and governmental structures at the village level.

EVALUATION SYSTEM

The evaluation system used during the one month training program had four components:

•| Daily Feedback and Review sessions:At the end of each day, the participants provided feedback concerning their perceptions of the training methods, facilitators, materials, and the content of the program for that day.

•| Personal Guidance and Counselling occurs throughout the training period. It is a joint goal that all participants should succeed. Hence the facilitation team observes the development of each individal in terms of participation in discussion, level of conceptual understanding and results on assignments. Individuals with personal problems are given individual assistance and counselling.

•| Written tests were given at the end of each study unit to make sure that all participants were actually learning the concepts being presented.

•| Evaluation Meetings were held at the end of each unit to discuss feedback results, results of written tests, progress towards workshop goals, fulfillment of learning

contract expectations, and the results of individual monitoring.

WHAT HAPPENED?

What did we learn?

•| As expected, the participants had difficulty with the approach and methods of the training program in the first sessions. What contact they had previously had with training and education consisted mostly of classic village schooling of rote learning and information transfer. Learning for adults is often difficult as people must first examine and release old knowledge, attitudes, beliefs and practices before attempting to assimilate the new.

The first week of training was marked by a rash of dizzy spells , stomach aches, personal confusion, and demands that the training team use more traditional approaches. These symptoms disappeared during the second week as the participants began to recognize that the purpose of the training and the methods used were congruent. That is, people cannot develop as adults if they are treated like children. The hypocricy of teaching about participation while only allowing talk, talk, talk and more talk became clear. Modelling is a powerful instructional technique, people teach as they were taught. The workshop modelled training methods that could be used in the future by the cadres in their village programs.

•| There have been no drop-outs from this program. Community groups were established in each village. Some of these groups were based on existing social institutions in the village while some were created by interested villagers after the research phase. These organizations are undertaking a variety of activities including skill training in agriculture, the promotion of new technologies, primary health care, the establishment of credit cooperatives, sanitation campaigns, and small cottage industry. In many villages ineffective systems were re-vitalized: community meetings began again on a regular basis and local government became more responsive to community input. The Bureau now has requests from neighboring sub-district governments for the training of 375 community development cadres.

•| The Camat (Government Sub-District Head of Margoyoso) requested the Bureau to conduct training for all the district's village heads in the district noting that "the cadres seem to be better than the village heads at developing and planning community activities".

•| Detailed descriptions of each village have been developed by the community group. Problems have been identified, analyzed and activities to resolve them have been documented. In several cases, analyses of village problems have been published in national newspapers and magazines. An example is Ngemplak village, where 700 small tapioca producers have reduced the water supply to a milky white, poisonous brew. This case was discussed in the national press and even in the national parliament. The issue was clearly stated as the "environment must be cleaned-up, but what about an entire village that depends on the tapioca industry for its livelihood?" All the producers were small, processing less than 0.5 tons per day. An awareness was built that even small industry must be environmentally sound to be viable and acceptable.

•| Programs were developed based on more thorough preparation and community based research than was the case in the past when research had been relatively ineffective and not a core activity. This program has shown action research and nonformal education integrated within a single program labeled 'Training'.

Issues

•| Women:Equal numbers of men and women were trained, albeit in 2 separate workshops. This decision was made from the Bureau's experience in Kajen where women often made the most effective village cadres. This is contrary to most programs in Indonesia which make excuses for the fact that women are under-represented at the field level. This is also contrary to most people's view of the role of women in areas that are predominantly Islamic.

•| Broader Impact:Often the activities of private agencies are seen as effective but severely limited in scope. A key principle of action/participatory research is the linking of micro and macro level activities and the dissemination of information. This program was not conducted in isolation. Similar bureaus exist at a dozen other pesantren. Each of these bureaus work to develop the capacities of other pesantren in their region. hence serving as 'growth poles'. Some specialize, focusing on information dissemination, research, village technology, or education. Maslakul Huda's 'speciality' is community development.

The pesantren network is supported by a 40 page monthly magazine, PESAN with a circulation of five thousand copies. Most of the articles are written by fieldworkers and reflect the developing abilities of the cadres to document their experiences. LP3ES also publishes a national magazine, PRISMA in English and Indonesian for domestic and international circulation. People are listening: when recent government Islamic tensions mounted, the Commander in Chief of the Army paid a peace-making visit to a village; the village was Kajen, his host was the Kiyai of Maslakul Huda Pesantren.

•| Personal Development:From discussions with LP3ES and bureau staff, and the development of the training, an interesting concept has developed. The goal of the program is to develop capable, effective cadre for village programs, but the criteria to define capabilities and effectiveness is couched in terms of development of groups and institutions, not individuals. Personal Development is an embedded concept. People develop along with their social-environmental system. People can't maintain their health in sick situations or vice versa.

•| Re-vitalizing institutions:the program emphasized the importance of learning about existing systems and building upon them. The participants were selected in part upon their previous experience with village institutions. It was hoped that after training they would continue their involvement in institutions in a more organized, conscious, and effective fashion often transforming their existing patterns. This has been a two edged sword: blind utilization of 'existing institutions' can often just reinforce the structures that engender injustice, poverty and oppression. However without a knowledge of what these structures are, new programs inevitably serve the same end.

In February 1984 at a 'National Action Research Seminar' most participants, including eminent professors, social scientists, foreign consultants, leaders of non-government groups, etc. proceeded to confuse each other for most of the week. On the last day of the seminar the Head of the Maslakul Huda Bureau was asked to tell of his experience. In 15 minutes he gave from his own experience a clear, concise definition of the concept of action research, methods for translating it into field programs, and examples from the field. Everyone was silent. Finally someone asked, "Why didn't you speak up before?"

"Sorry, but I was only invited as an Observer"

NB.
A condensed version of this paper, "An Indonesian Training Program in Action Research and Community Development", will be included in Convergence , VOL.XIX, as one of a number of case studies on the subject of training trainers and adult educators.

Will Kitchen & Dennis Pellant
Tele-Systems Associates, Inc.
11995 Singletree Lane
Minneapolis, MN 55344

Enhancing School Districts' Curriculum through Telecommunications: A Process Approach

Educational telecommunications is a generic term for distance learning delivery systems. However, one of the fastest growing type of telecommunications system linking public school districts together is two-way interactive television. .Although two-way interactive television is a complex technology, the result is educationally effective. Each school district in an educational technology cooperative can produce and transmit a "live" video and audio signal from its interactive classroom to any other cooperating district's clasroom. For example, a calculus teacher in one community can send a television signal from his/her classroom to a classroom in another community or communities, or "remote site(s)," and simultaneously, the remote site(s) sends a signal back to the instructor. Thus, both the students in the remote sites and the instructor can see and hear each other on the television monitors in each site. The calculus class then may consist of a host site with one or two remote sites.

Besides expanding and enriching the curriculum, other uses of the two-way interactive television system are being explored, including team teaching, community education courses, regional meetings, and college-level courses. However, developing a two-way interactive system may be as complex as the technology and as fraught with obstacles.

The overriding guideline for education as it prepares to develop telecommunications systems is derived from the Greek origins of the word technology--"systematic treatment." Without a systematic treatment of this delicate process, the results are normally haphazard, ineffective, and doomed, at best to mediocrity. The technology itself is simply the means by which education is delivered and may include microwave, coaxial cable, fiber optics, computer, or any combination of the four. The first choice for educators to make is not what technology to use, but how each technology could be used to meet educational needs and to improve the educational process and product.

Ultimately, the planning, preparation, cooperation, and emphasis on applications of the technology will mean more to the success of the project than the technology will.

Given the level of necessary capital expenditure, which varies widely with capabilities and the technology, careful and systematic planning is essential. Careful planning can promote the wiser use of existing resources and allows consortia to capitalize on cooperative cost-sharing with business and industry and on non-traditional revenue sources.

The use of television as an instructional tool is not new;

many schools used closed circuit and other types of television in the late fifties and sixties. Research indicates that students taught by television learn content as well as those taught more conventionally and that achievement did not differ significantly. Also, there is little indication that expanding technology has produced a rapid proliferation of new courses. Rather, technology offers teachers and students a wider array of options within existing curricula. While technology offers a more varied choice of courses, it is not a panacea for all of education's perceived problems nor is it the only answer. The technology should act as a catalyst for improvement of the educational product.

However, technology does provide an excellent opportunity for school districts to cooperate and share educational resources. This cooperation is one of the most important ingredients in the process of developing a telecommunications system, a process encompassing three phases: first, feasibility; next, implementation; and, finally, system construction.
In each phase, attention must be paid to both the technical and the educational aspects to ensure success in completing the entire process. The framework of the process remains the same, but the process itself is quite flexible to provide individual solutions to individual projects.

The key factors of the feasibility study are understanding applications, development of cooperative relationships, assessment of technology resources (e.g., microwave towers, new fiber optics construction), and identifying potential business partners. The study should include

- o an introduction to the technology
- o an overview of the technology hardware
- o a realistic presentation of expectations for any system
- o examples of systems in operation with explanations of educational applications and expectations. Educationally, this is a key step for establishing a cooperative organizational structure among all participating educational institutions. Cooperation is not just an amicable agreement to share educational resources, but requires an exhaustive coordination of such details as daily school schedules, discipline and operational policies, financial responsibilities, maintenance of the system, and teacher training.

Identifying potential technology partnerships is an underestimated element in developing a telecommunications system. School districts, though, are not the only possibility for forming "partnerships." In Minnesota, for example, the private sector, including utility, cable, and telephone companies, have joined together with school districts in using and constructing telecommunications networks that benefit both parties. In such partnerships, school districts have more alternatives for development and maintenance of the system as well as having the option to lease or own outright, while private industry obtains a new client to share construction and operational costs. After technical options are offered and staff training models are developed, educational institutions

must make the decision to implement the study or to seek other educational options.

One recurring issue is the cost-effectiveness of delivering instruction via technology. Technology is sometimes the most realistic way of sharing educational resources. If chosen, the value of having an opportunity to enhance and enrich the curriulum must be weighed against not having these classes using a cost-benefit analysis approach to determine that value. If the decision is to use technology, then the technology design, engineering, and partnerships must be finalized.

This phase must encompass both short-term and long-term planning strategies. Issues such as project staffing, initial curriculum offerings, and system use are important for short-term implementation goals. Grants applications, legislative lobbying, curriculum development, and evaluation constitute the basic long-term commitment. Obviously, any financial assistance with the planning and implementation of an interactive system is welcomed. In Minnesota, for example, the Legislature has supported interactive projects through the Technology Demonstration Site designation and a cooperative aid levy fund for public schools planning cooperative interactive projects. While seeking additional funds and working toward a receptive climate for technology in legislatures through lobbying efforts are important considerations, curriculum development cannot be ignored. Courses offered over an interactive system should be an integral part of the entire curriculum process, not outside of it.

Equally important to successful implementation is providing teacher workshops and inservice programs to familiarize the teachers with the process of designing and implementing a system as well as the actual use of the system for instruction. Essential to the success of this stage of development is the involvement and the commitment of the teachers who will use the system. If the users of the system--primarily teachers--feel uncomfortable with televised instruction and their anxiety level is not alleviated through systematically planned inservice programs, the system will work ineffectively or not at all. Research indicates that teachers are initially resistant to televised instruction, fearing that their jobs may be jeopardized. While teacher inservice is focused on in more detail in this stage, the questions and concerns of the teachers should be addressed in the planning stage and before school districts undertake an implementation decision.

Teacher training should be designed not only to de-mystify the hardware, but to augment the teacher's expertise. There is a direct correlation between the quality of television as a medium of instruction and the excellence of the teaching. As a teacher's expertise with the medium increases, attitudes toward technology tend to become more favorable.

The third phase in the process approach to telecommunications development is the construction of the system itself. This phase includes coordinating materials delivery and construction as well as the activation and evaluation of the system in actual

use. This includes ordering of equipment for constructing the interactive classroom.

The ultimate question is, of course, does the process approach to developing a telecommunications system really work? The answer is a resounding YES for two educational cooperatives in east central Minnesota. The seven school district East Central Minnesota Educational Cooperative (ECMECC) has worked with East Central Minnesota Cablevision, Inc., a commercial cable company, East Central Minnesota Educational Cable Cooperative (ECMECC) for over three years designing and implementing a unique two-way interactive television system using the process approach. This delivery system uses both cable and microwave technology to create a two-way visual and audio communication network and deliver up to 21 high school classes. M-Set is a seven district educational cooperative in partnership with the Upsala Telephone Cooperative. Together they created the first fiber optics system of its kind in the United States.

The most successful educational technology projects are those with concrete, specific, and practical plans developed using a process approach. These plans have first addressed the instructional and organizational needs which the two-way systems are designed to meet and, secondarily, the technological issues. The most sophisticated technology will not work without planning, management, evaluation, and--above all--leadership from the people involved.

Tele-Systems Associates Inc.

THE PROCESS APPROACH TO TELECOMMUNICATIONS DEVELOPMENT

PHASE I - FEASIBILITY STUDY (4-8 months)

Technical

A. Technology Introduction
- Definitions
- System expectations
- Examples of operational systems
- Arranging visitations to systems

B. Resource Assessment
- Local assessment of technology resources
- Identification of potential technology partnerships

C. Technical Design Options
- Developing several designs
- Providing estimated costs & capacity
- Narrative description/comparison of options
- Outline of financial options
- Estimation of construction, operations, and maintenance budgets
- Outline of next steps

Educational

A. Educational Applications
- Overview of effective uses
- Educational expectations
- Examples of operational systems
- Arranging visitations to systems

B. Needs Determination
- Assessment of educational needs & strengths
- Assistance in data comparison
- Facilitation & development of educational organization structure
- Evaluating cooperation activities including schedules, policies, & curriculum

C. Staff Development
- Teacher workshops & in-service programs
- Development of staff training models

PHASE II - IMPLEMENTATION OF STUDY (Daily Basis)

Technical

A. Finalize Technology Design
- Solidifying financial options
- Finalizing engineering design
- Finalizing Technology Partnerships

B. Finalize Technology Partnerships
- Development of contractual agreements
- Facilitation of working arrangements

C. Develop All Bid Specifications
- Location of vendors
- Preparation of all necessary documents

D. Evaluate All Bid Documents

Educational

A. Short Term Educational Planning
- Policies, staffing, curriculum, and system uses
- Facilitation of planning for first year of operation

B. Strategic Long Term Planning
- Assistance with grants applications
- Assistance with legislative lobbying
- Assistance with curriculum development
- Project evaluation

C. Locate and Design Interactive Classroom

D. Provide Teacher Training
- Presenting training for selected teachers

PHASE III - SYSTEM CONSTRUCTION (Daily Basis)

Technical

A. Coordination of Materials Delivery
- Check-in, inspect and deliver all technology materials

B. Coordination of Construction
- Oversee all construction

C. System Activation
- Evaluation of system

Educational

A. Provision of Special Presentations
- Staff, School Boards, Community, Government Officials, etc.

B. Classroom Wiring & Construction
- Preparation of interactive classrooms

C. Prepare Classroom Equipment Bid Specifications and Order Equipment

INTERACTIVE TELESYSTEM BREAKS NEW GROUND

Seven rural high schools in Minnesota join to create a high-technology fiberoptics communications net with great opportunity for educators everywhere.

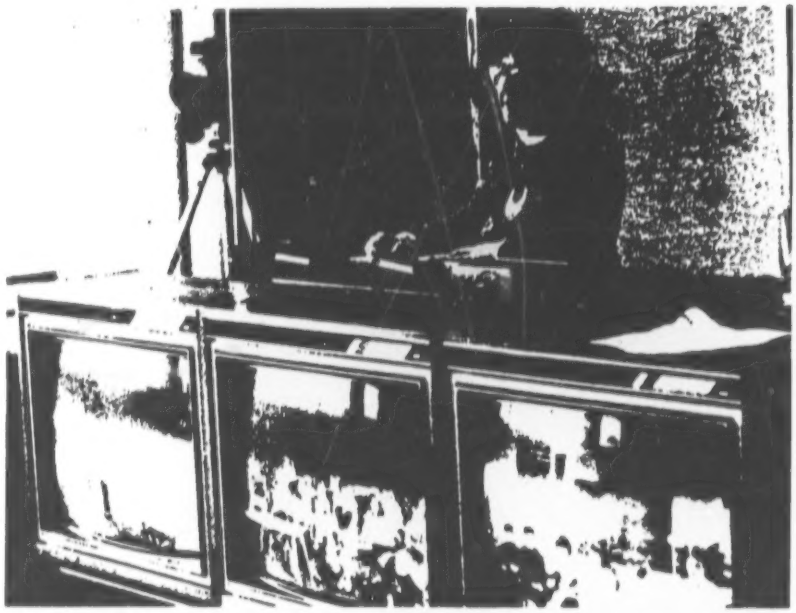
By Robin Lanier

An interactive video telesystem now going into operation to link seven high schools in rural Minnesota is a ground-breaker for communications in education at many levels, from elementary schools to colleges.

The system is apparently the first school telesystem in the U.S. to use fiberoptics technology. It demonstrates the quite recent arrival of fiberoptics at cost competitiveness with other techniques for the purpose, including microwave, coaxial cable, ITFS, low-power TV, etc.

It also shows that the characteristics we associate with large-scale fiberoptics systems, the huge bandwidth, immunity to interference, long repeater-less runs, low maintenance, and the others, can have vital roles in a comparatively simple, comparatively short-range job that is less complex than many metropolitan and corporate local area networks.

The successful establishment of the system shows, once again, that an essential ingredient in such projects is strong cooperation among all relevant local organizations and groups. It shows that a fruitful combination of governmental and commercial organizations is needed to get the project done at a reasonable pace.



In an Upsala, MN, classroom-studio, a teacher introduces a pottery-making lesson that is originating in Swanville, MN, 10 miles away. One monitor gives the Upsala students their own image as seen in Swanville. The two others show the lesson demonstration and the students in Swanville. The teacher can switch the monitors as needed to follow the lesson and to promote interaction between student and teacher.

The seven schools are at Holdingford, Little Falls, Long Prairie, Pierz, Royalton, Swanville, and Upsala. The distance from one town to the next varies 10 to 18 miles, and the total length of the linkage is 78 miles. Over this path, the system, when completed in July of this year, will provide seven video channels, one for each school. As this is written, three schools, and three channels, are fully connected.

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Each school on line can insert material on any channel and simultaneously pick up material from any channel. Thus, the system can supply full two-way interactive video communications (not one-way video, two-way audio) from one school to others. Teacher and pupils anywhere on line can talk to each other face to face. Direct interchange from pupil to pupil is a big part of the program, as well as that between teacher and pupils.

The system so far has been used in the classic operation: the extension of the classroom to remote locations. The organizers say this is a fine success, bringing the benefits found in so many educational telesystems: the enrichment and enhancement of the teaching program in the remote schools, the better utilization of teaching staffs, the setting up of programs that no one school could afford alone, etc. The operators of the Minnesota system say they have avoided a mistake they perceive in some other systems: the inclusion of too many pupils in the classrooms at each end of the video line. A fairly small group of pupils, they say, picks up the challenge of interaction more readily than a large one and, thus, uses the system more fully.

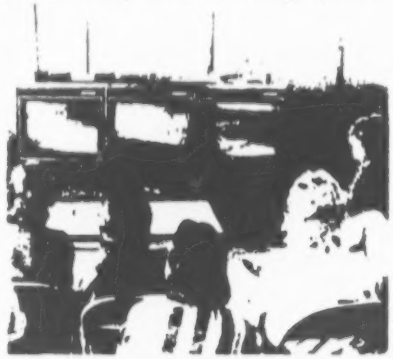
The open-end quality of fiberoptics is playing a large part in the thinking of school administrators. They see exciting potential for the future in linkages to elementary schools and even to area colleges. They are also thinking about facsimile transmission, computer data, and telephone connections. The system can be modified quite simply to handle these and other communications jobs. There is room for much more information carriage.

Minnesota stats

Technical characteristics of the system include transmission in full color throughout the net. The cabling uses single-mode fiber to carry analog signals, frequency modulated on a series of carriers, with a total available bandwidth extending from 40 to 540 MHz. Single-mode fiber, which used to be the very-high-cost, high-performance type, has, in the last two years, become nearly universal because the cost has come down.

The fact that the technology has very recently advanced to the point of making analog modulation usable for top quality over moderately long distances is another part of the current look in fiberoptics. Analog electronics is cheaper and simple than digital modulation, but earlier analog techniques could not come near digital's quality in moderate to large systems.

Pirelli Optronics of Meriden, CT, is the builder of the system and developer of the transmitters, receivers, modulators, and demodulators. A critical component in analog systems



With the lesson under way, art instructor Pam Churilla joins the students (extreme right) to follow the lesson. Center monitor is now showing the Swanville students. Left and right monitors show the potter at the wheel.

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is the light source. Pirelli has developed a laser diode technology that gives special protection to the lasers, which are better performers but more vulnerable to damage from overloads than the LEDs formerly common in analog systems. Pirelli says its protected lasers will last 20 years.

The energy sent over the line is in the infra-red range, at 1300 nanometers. Some important characteristics specified by the maker are an RMS signal-to-noise ratio of 50 dB or greater over the single-pass band as measured in a 4.2 MHz bandwidth. All RF distortion products should be 40 dB or more below carrier level at 50 percent modulation. Optical power output should be not less than 0.5 mW average.

The receivers use photodiodes to recover the electrical signal from the infra-red beam. A 10.7 MHz pilot tone, transmitted along with the signal, provides an alarm for a transmittal interruption and also provides automatic gain control in the receivers. The signal from the photodiodes goes to amplifiers that raise it to the level needed by the demodulators.

In each classroom-studio there are three cameras; all are Panasonic WE-3250s. There are three monitors across the front, facing the student group, and three more over the students' heads, facing the teacher so he or she can see exactly what the students see.

The system, as the figures given suggest, provides excellent image quality. According to Jerry Abraham, technical director of Mid-State Educational Technology Cooperative (MSET), one of the principal architects of the project, the image quality was an important factor in the decision for fiberoptics over microwaves, coaxial cable, ITFS, etc. The much greater channel capacity, lower exposure of the plant to the elements, freedom from microwave's rain fade, and lower maintenance cost were other factors. The fact that there are no repeaters on the main line is also a major part of the attractive low-maintenance character.

However, if the fiberoptics had cost a great deal more than any of the others, the decision might have been different. Microwave equipment could have been a little cheaper, but it was limited to four or, at most, six channels and was thus costlier on a per-channel basis. The fiberoptics channel complement can go to 12 or more.

Abraham pointed out the sharp drop in the cost of fiberoptics just in the past three years. The plan for the schools has been discussed for four years, and an earlier look at fiberoptics, about three years ago, brought a cost estimate of about $2 million. The cost of the actual system was $900,000. Moreover, the money spent bought more in performance than the higher price would have three years earlier—technical advance in the field is very fast.

Using the fiber bandwidth

As noted, the room for expansion on the fiberoptics system was one of the attractive factors that led to the schools' decision. The administrators are looking forward to a number of new services that go beyond anything they have had before. With links to area colleges, juniors and seniors in the high schools could take full- or part-time programs; state college courses would be paid for by the state. The high school faculty could obtain many kinds of continuing education and in-service programs. Links

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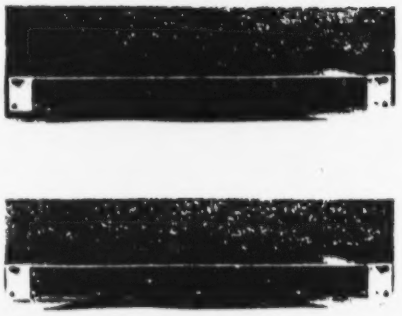
to elementary schools will carry enrichment to the students and faculty there.

The initial impetus leading to the telesystem, says Abraham, came from the school administrations themselves. With each in a small town (Upsala, for example, has 400 inhabitants) and the other schools nearby, they saw great value in close cooperation for carrying through a sizable project that was outside the resources of any single school. Some years back, the schools joined in forming the Mid-State Educational Technology Cooperative (MSET) to investigate various methods for improving their educational range and effectiveness.

A video telesystem linking the schools was a natural idea; the hundreds of such systems now in operation make up a prominent part of today's educational landscape. To help them investigate the options, MSET engaged Tele-Systems Associates of Hastings, MN, a consulting firm that specializes in advising educational groups looking for advanced communications systems.

Telesystems supplied preliminary designs of several systems for the job, met with potenital suppliers, developed bid specifications, helped in dealing with cable companies and utility companies, and advanced the project in other ways. Tele-Systems reports that they are now working with more than 100 school districts in Minnesota, Wisconsin, and Michigan on similar networks.



Main electronic units of the system are the Pirelli T1301 transmitter (top) and R1301 receiver, which, with single-mode fiber, supply a bandwidth from 40 to 540 MHz. Modulators and demodulators are also supplied by Pirelli.

One important cost-sharing element came in an agreement with the Upsala Coop Telephone Co. The system cable carries two pairs of fibers; one pair carries the school program and the other pair is used by Upsala Coop, putting it in a good position to submit a low bid for the job of installing the cable with the fibers.

Where did the money come from? Abraham explains that local school districts in Minnesota are allowed to add one mil to the state tax rate for projects approved by the Minnesota Department of Education if a group of schools joins together. Moreover, the Department of Education is in a position to use other funds because it has a program, approved by the legislature, for evaluating new educational technology on a fairly large scale.

A showcase system

The MSET system has won considerable renown among school administrators as a pioneering effort. Two of the schools, those at Upsala and Little Falls, have glassed-in enclosures around their classroom-studios so that visitors can watch the system in operation. Abraham reports that visitors have come from virtually every state in the U.S. and from several foreign countries. □

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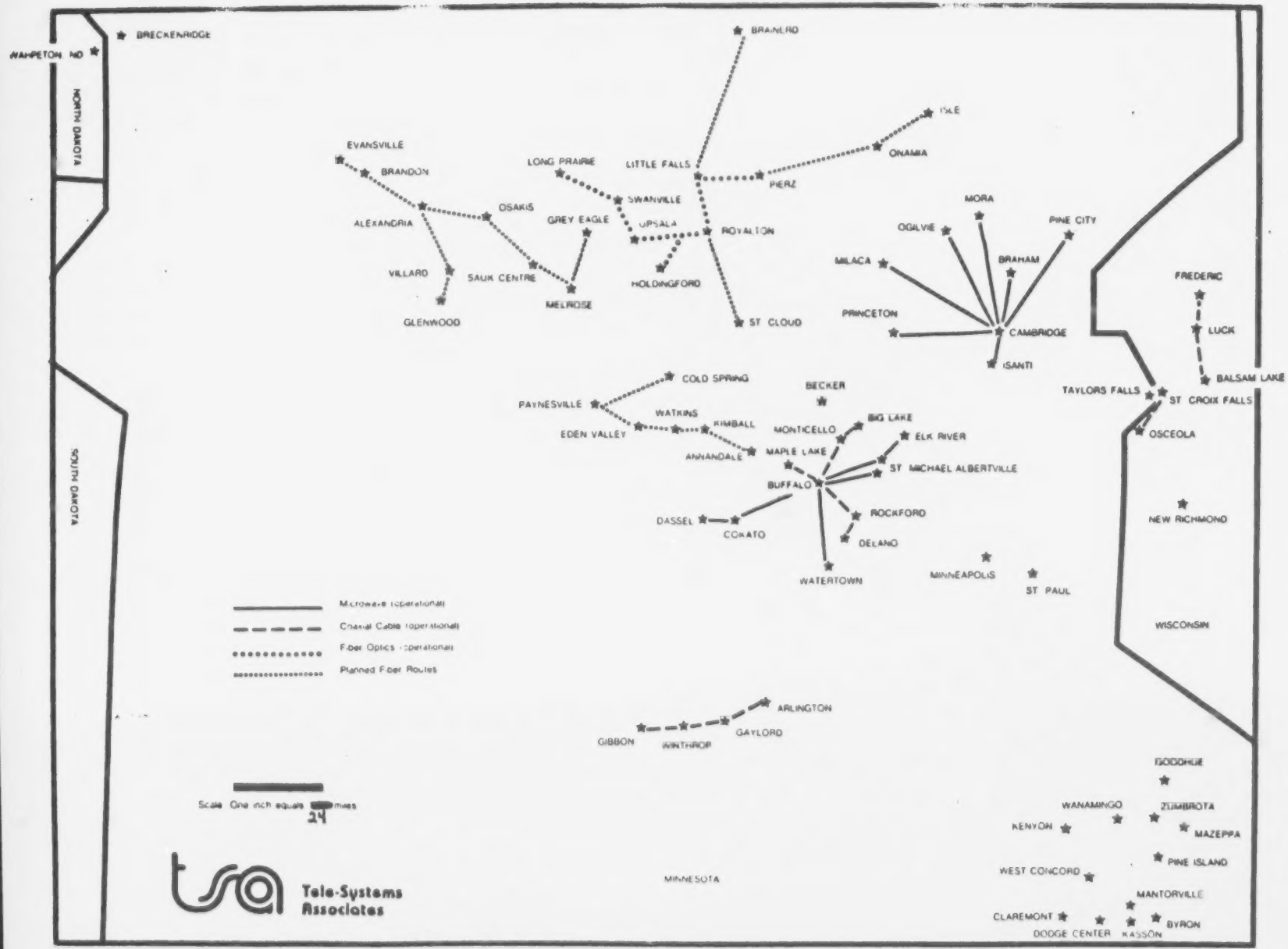
BRECKENRIDGE
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LONG PRAIRIE
LITTLE FALLS
PIERZ
SWANVILLE
OSAKIS
ALEXANDRIA
GREY EAGLE
UPSALA
ROYALTON
MORA
PINE CITY
OGILVIE
MILACA
BRAHAM
VILLARD
SAUK CENTRE
HOLDINGFORD
FREDERIC
GLENWOOD
MELROSE
ST CLOUD
PRINCETON
CAMBRIDGE
LUCK
ISANTI
BALSAM LAKE
TAYLORS FALLS
ST CROIX FALLS
COLD SPRING
BECKER
PAYNESVILLE
WATKINS
KIMBALL
MONTICELLO
BIG LAKE
OSCEOLA
EDEN VALLEY
ELK RIVER
ANNANDALE
MAPLE LAKE
ST MICHAEL ALBERTVILLE
BUFFALO
NEW RICHMOND
DASSEL
ROCKFORD
COKATO
DELANO
WATERTOWN
MINNEAPOLIS
ST PAUL
WISCONSIN
Microwave (operational)
Coaxial Cable (operational)
Fiber Optics (operational)
Planned Fiber Routes
ARLINGTON
GAYLORD
GIBBON
WINTHROP
DODGE
WANAMINGO
ZUMBROTA
KENYON
MAZEPPA
PINE ISLAND
WEST CONCORD
MANTORVILLE
CLAREMONT
BYRON
DODGE CENTER
KASSON
Scale One inch equals 24 miles
MINNESOTA
Tele-Systems Associates

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2-Way TV Enriches Curricula in 7 Districts

How can schools take advantage of exciting new educational opportunities offered by microwave technology and cable TV?

A new state-supported model program developed by a consortium of 7 rural Minnesota school districts provides an answer.

Using both cable and microwave technology, the districts created a TV teaching system that substantially expands and enriches their high school curricula. "The impossible for us is now possible," Brad Windschill, director of the cooperative, told *SchoolTechNews*.

Courses offered. Classes not usually available in rural high schools are now offered in all 7 districts that make up the East Central Minnesota Educational Cable Cooperative (ECMECC). They include calculus; college algebra and probability; Spanish I, II, III; French; German; Advanced Placement English; Latin; astronomy; a course called World at War, 1914-1945; speed reading and study skills; advanced shorthand; and advanced accounting.

Before the interactive TV system began last year, only 1 high school in the 7 districts offered calculus. Now, with the TV system in operation, the same teacher teaches 2 sections of calculus to classes in 4 districts.

How It Works. Using 2-way simultaneous visual and audio communication, a teacher teaches 2-3

Exemplary Program

classes at the same time — usually 1 class in person and 2 "remote" classes. The teacher and his/her students in remote classes see each other on 19-inch TV screens. Total enrollment for all 2-3 classes is limited to 27 students.

No teacher is present in the remote classes. The students enrolled in these classes, Windschill noted, are usually high achieving and strongly motivated. As a result, constant supervision is unnecessary. "Our studies show that students in remote classes learn as well as those in regular classes," Windschill added.

Other uses. In addition to enriching the curriculum and making low-enrollment classes possible, the consortium uses or plans to use the system for inservice training, community education, data transmission with computers, teleconferencing, inter-district meetings, home-bound instruction, and college level courses. In almost all cases, major savings are achieved in staff time and transportation costs.

Growing fast. "Thanks to the success of the 160 students enrolled in the first year of the program, 400 students signed up this fall," Windschill said.

In addition, he said, "we expect replication of the system by numerous school districts." In Minnesota alone, 180 districts are considering implementation of similar programs. Another indication of interest: 1,500 educators visited the program during its first year.

Cost. To date, the program has cost $450,000, most of it in non-recurring equipment expenses. The operating budget, which includes salaries and expenses for Windschill and a half-time secretary, totals $55,000 per year. The 7 districts share this cost plus salaries for the system's teachers. Since the program serves as a Minnesota Technology Demonstration Site Project, it has received 2 state grants of $125,000 each.

Advice. "If cable is coming to your community," Windschill advised, "get in early with requests for education uses. Make sure the community's contract with the cable company includes provisions for technical help, and shared use of equipment and buildings. Without this help," he added, "our program would have been impossible."

The 7 ECMECC communities, located 40-50 miles from Minneapolis, are Braham, Cambridge-Isanti, Milaca, Mora, Ogilvie, Pine City, and Princeton.

Free resources: a summary report on the ECMECC project, teacher training materials, and a summary of equipment requirements. For $20: a 15-minute videotape on the program. Contact: ECMECC Project, Westview High School, Braham, Minn. 55006; 612/396-3674.

CONCURRENT SESSIONS

THURSDAY, OCTOBER 9, 1986

4:00 - 5:00 PM

Presenters

Robert H. McDaniel, Ph.D.
Director, Community Education Program
Office of Community Service
Washington State University
Pullman, WA 99164-2134

Tarri Rude
Graduate Research Assistant
Office of Community Service
Washington State University
Pullman, WA 99164-2134

John Severinghaus
Graduate Research Assistant
Office of Community Service
Washington State University
Pullman, WA 99164-2134

BARRIERS TO RURAL ADULT EDUCATION: A SURVEY OF SEVEN NORTHWEST STATES

Executive Summary and Recommendations

Recently there has been increasing national and regional interest in providing postsecondary educational opportunities for adults. However, a lack of data on the needs of rural adults and barriers to their participation in educational programs has limited program expansion and financial support for rural programs.

In an effort to gather this data for the Northwest, the Northwest Action Agenda Project, located at Washington State University in cooperation with the University of Idaho and partially funded by an award from the Fund for the Improvement for Postsecondary Education through Kansas State University, interviewed educational providers and rural adult learners in seven states. States surveyed include Alaska, California, Idaho, Montana, Oregon, Washington, and Wyoming.

The educational providers surveyed were selected on a reputational basis for their knowledge of rural adult education activities in their respective states. They are employed in a wide variety of positions, from state-level educational administration to line staff in rural outreach programs. Approximately six providers per state were interviewed.

Forty-seven rural adult learners from the same states were also interviewed. Learners were selected by members of the project's steering committee, and, hence, the sample was biased in favor of individuals who were already enrolled in or had completed educational programs. The demographic characteristics of the learners were similar to those identified by McCannon (1985); that is, learners were predominantly white, female, and married.

A Delphi telephone interviewing technique was used. Respondents (both learners and providers) were asked questions from separate structured interview schedules. After the first round of information gathering was completed, respondents were provided with a summary of their peers' responses and were asked to comment and to suggest additions and deletions. Very few of the barriers initially identified by the providers or learners were deleted or substantially altered on the basis of the follow-up interviews.

Responses were grouped separately for learners and providers in each state using categories from Darkenwald and Merriam (1982): institutional, informational, psychological, and personal/situational barriers. The project staff developed the additional category of state policy barriers. Comparisons were then made across states and between learners and providers. Finally, aggregate lists of barriers for the Northwest were constructed.

Barriers listed by providers and learners, respectively, were highly similar across states. Learners' and providers' estimates of the relative importance of specific barriers were much the same. Overwhelmingly, both

groups felt that, when compared with their urban counterparts, the rural adult does not have equal access to educational opportunities.

Findings

Key findings of the study include:

1. Support from the family and local community, life experiences, determination to succeed and adaptability/resiliency were found to be important factors for learners in overcoming barriers. Virtually all learners felt being supported in their personal decision to start taking classes was a significant factor in beginning educational programs.

2. Educational providers frequently mentioned that rural adults with limited educational backgrounds are more likely to pursue academic programs if first they participate in re-entry programs or attend noncredit classes and have a "good experience."

3. Geographic isolation, weather, class scheduling, family responsibilities, time constraints, and limited access to advanced instructional technology were identified as barriers. However, most respondents were successful in overcoming these barriers.

4. The high cost associated with going back to school was not an overriding consideration in learners' decision to return to school. The inability to obtain financial aid for part-time students was cited by some learners as a problem. The "hassles" associated with not being on campus and obtaining financial aid were universally noted as a barrier. Furthermore, the decrease in discretionary income resulting from returning to school was exacerbated by the decline in rural economic conditions.

5. Lack of information about programs, course offerings, and services was identified as a barrier to participation in educational programs. Concomitantly, all of the states lack comprehensive listings of programs, financial aid packages, and support services.

6. Educational providers frequently mentioned lack of counseling and advising on personal, financial, and academic matters as a significant barrier. Learners often cited difficulty in accessing instructors and counselors.

7. The limited variety and availability of classes, and limited or no access to libraries, laboratories, and computers were cited by nearly all respondents as major barriers to learners pursuing their educational goals.

8. Distant learner technologies, while allowing greater opportunities for institutions to extend their offerings to rural areas, are not a substitute for personal contact with instructors and counselors. However, certain approaches to using high technology, e.g., having a counselor or local educator assist learners through their initial

discomfort using this technology, may be useful in mitigating learner fears.

Recommendations

The rural adult learner is a legitimate student, and should have equal access to public higher education. Based on the findings of the study, recommendations are offered in four areas: state policy, institutional procedures, community responsibilities, and for rural education practitioners. Each set of recommendations is preceded by a summarization of the problem within that sphere of influence.

State Policy Barriers. In the Northwest, there is a general absence of state policies directed towards the rural adult learner. This does not reflect a lack of viable program models, but rather an absence of recognition of the rural learner and his/her needs. Unfortunately, with limited public sector revenues, the predominance of legislative influence from metropolitan areas, and the high cost associated with distance education programming, rural residents are at a disadvantage with respect to educational opportunities. Overcoming these barriers requires the concerted attention of state governments.

Recommendations on State Educational Policies:

1. In recognition of the higher costs associated with rural delivery, the criteria for resource allocation in higher education should be equal outcomes (students successfully completing programs) rather than equal inputs (amount budgeted per student).

2. Each state should examine the impact of their funding formulas on the rural learner and his/her need for support services. Mechanisms should be developed to provide off-campus advising and counseling services.

3. Guidelines should be developed which guarantee the equal treatment of part- and full-time students in regard to financial aid eligibility. Financial aid allocation decisions now rest with institutions, allowing a wide range in interpretations. This arrangement often works to the disadvantage of the part-time student.

4. States should establish a rural office in conjunction with the state higher education board or similar agency to provide needed focus on the rural adult learner. Responsibilities of the office should include fostering collaboration among institutions and compiling a central file of courses and degree programs available from all providers in an area and making it available to assist rural adult learners in becoming aware of educational offerings.

5. Regions with well educated citizens are likely to show more economic growth that areas where educational attainment is lower (Cross and McCarten 1984). Consequently, educational programs in rural areas are critical to rural economic development and should be included in economic development planning.

Institutional Barriers. Historically, institutions of higher education have viewed their service districts as catchment areas for the youthful student. Course timing and format have been geared to the needs of 18 to 22 year-old, residential students. A bias toward on-campus instruction and traditional modes of operation have prevented institutions from reaching out to non-traditional, adult students. Barriers specific to individual institutions serving the rural adult include inflexibility in course offerings, lack of support services, and failure to adequately publicize programs and services.

Recommendations on Institutional Policies:

6. The allocation of institutional resources should not be based exclusively on class size.

7. Program offerings should be based upon a needs assessment and targeted appropriately. General studies programs should not be viewed as a panacea for rural education.

8. Successful rural education programs often require collaboration among institutions and between institutions and rural communities. Partnerships and consortia should be encouraged to enable learners to take advantage of a well articulated curriculum.

9. Institutions of higher education should develop mechanisms to support the adult learner's decision to return to school. These support services should be aimed at the family unit in recognition of its importance as a support base for the successful learner. This is particularly true for counseling and child care services. Planning for child care should take into account the rural learners' preference for these services within their own communities.

10. A principal complaint of adult learners is the lack of academic counseling available off campus. Institutions should consider utilizing experienced learners or teachers in the K-12 system as peer counselors to assist the returning student.

11. Technologically based instructional delivery should be multi institutional so as to avoid the proliferation of non-compatible systems.

12. Person to person contact is needed to augment the technological delivery system. The importance of "high touch" as part of the "high tech" approach is particularly important for students in rural areas.

13. Distance learning technologies should be utilized to offer support services like advising and to disseminate information on financial aid as well as for conducting courses.

14. Institutions should explore mechanisms that guarantee the availability of library, laboratory, and computer resources to the rural learner.

15. Institutions should develop alternative means for organizing outreach faculty that include the incorporation of advising and counseling

responsibilities into position descriptions. These responsibilities must be supported by the institutional faculty reward structure.

16. Faculty teaching in rural areas should receive in-service training on the educational needs of rural learners as well as on adult learning styles.

17. Institutions should provide staff development opportunities to support the multiple roles of the rural practitioner.

Rural Community Barriers. While many educators have assumed a devaluation of postsecondary education among rural residents, this research refutes any such lack of interest. Clear evidence exists that many rural people want to participate in lifelong learning opportunities. They recognize the need for further personal and professional development. The lack of educational opportunities is not the fault of rural communities; however, any strategy to overcome existing barriers requires their involvement in the educational planning process. Barriers identified in the community were largely related to a lack of the leadership and community organization necessary to advocate local needs at the state and institution level.

Recommendations to Rural Communities:

18. Community groups need to assume the responsibility for representing local needs to policymakers and educational providers in their regions.

19. Community groups must become partners in the process of determining educational needs in their areas, and in meeting those needs.

20. Local leadership must assume some responsibility for the instigation of training and development projects in their communities.

Rural Education Practitioners. Rural education practitioners are not often trained to assume the multiple roles necessary for working in rural areas. Additionally, over identification with institutional types (e.g., the community college system, 4-year colleges or universities) and an associated ethnocentrism often limit practitioners' effectiveness in interacting with the full range of educational providers.

Recommendations to Rural Education Practitioners:

21. Practitioners are generally tied into institutional or programmatic loyalties and, hence, are often not effective advocates of the comprehensive needs of rural learners. In many instances, a consortium of providers would be a more effective vehicle for conducting needs assessments, program development and implementation, and local leadership development.

22. Rural education practitioners should be knowledgeable of rural issues, the communities, and people they serve.

23. Rural education practitioners, like other educational professionals, must seek professional development opportunities necessary to perform their multiple roles.

This research sponsored by the Northwest Action Agenda Project and reported in this publication makes a positive contribution to the literature on the rural adult learner. Additionally, the report can serve as a vehicle for elevating issues associated with rural education higher on the policy agendas of the respective states.

Although this research is focused on rural learners, implementation of the recommendations would move educational systems towards equal educational opportunity for all adult learners.

William H. Gray
Mary Emery
Pullman, Washington
September, 1986

* Additional copies of this executive summary or the complete report, can be obtained through the Office of Community Service, Washington State University, Pullman, WA 99164b

PROPOSAL ABSTRACT

Educational Opportunities for Rural Adults

in 13 Western States

During the summer of 1986 a modified Delphi survey will be conducted to determine barriers to educational programs that affect rural adults and changes and policies required to improve access to education for rural adults in the states of Alaska, Colorado, Idaho, Kansas, Montana, Nebraska, Nevada, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. Survey respondents will be rural education researchers, community education personnel, rural adult educators, legislators, rural school administrators, and county extension agents.

Findings of the study will represent a concensus of persons knowledgeable in rural education as to what barriers exist and what is needed to improve educational opportunity for rural adults in the 13 states. These results will provide data for educational policy makers at institutional, state, and regional levels to consider as they contemplate the future of education for adults in rural communities in the region. The study will have implications for planners, providers, and consumers of educational programs for rural adults and for institutions and individuals involved in the preparation of adult educators for rural settings. The survey will point to future innovations and applications of technology, as well as new directions for research in rural adult education in the 13-state region.

Jim Parks
Adjunct Assistant Professor
Director, Leadership Institute in
Special Education Administration
University of Arizona
Tucson, AZ 85721

ABSTRACT

PRINCIPAL CERTIFICATION AND THE ADMINISTRATION OF PROGRAMS AND SERVICES FOR HANDICAPPED STUDENTS IN RURAL AREAS

Public law 94-142, Education for all Handicapped Children Act, recent court decisions, and the increasing emphasis on "mainstreaming" are but three of the many external forces of change which affect the role and responsibilities of the rural school principal in the administration of special education programs.

Although not "special education administrators," these principals are responsible for the administration of special education programs in their schools and, therefore, should have some background, training, or experience with handicapped students.

The purpose of this presentation will be to present the results of a national survey of state certification standards in terms of coursework requirements in special education required for the certification of school principals.

Objectives of the presentation will be to: (1) provide participants with information related to special education course requirements for certification of principals in all fifty states, (2) discuss the implications of certification requirements for principals in rural/remote areas, and (3) discuss the implications for the preservice and inservice training of school principals.

Judith T. Fullerton, Ph.D., CNM
Assistant Dean for Joint Programs at UCSD
University of California, San Francisco
and
Associate Clinical Professor
Dept. of Community and Family Medicine
University of California, San Diego, T-009
La Jolla, CA 92093

Partnership in Education: Preparation of the Family Nurse-Practitioner for Primary Care in Rural Health Settings

The State of California has institutionalized a Master Plan for Higher Education which defines the role of the California state government in the planning and financing of post-secondary education. The Master Plan places the responsibility for graduate, including health professional, education within the structure of the University of California system, a nine-campus network. There are five (5) Schools of Medicine and two (2) Schools of Nursing within the UC system.

The University of California San Diego School of Medicine was established a short eighteen years ago. From its earliest years the School of Medicine recognized its responsibility for articulation with schools and programs of allied health professional education which were affiliated with the School of Medicine in the various health care settings where Faculty and Students provided care. Accordingly the School of Medicine was supportive and instrumental in the development of a program which prepared nurses for practice in the expanded role. The earliest programs of nurse-practitioner education emphasized preparation for the care of children, adults and the school age child.

Both the School of Medicine and the nurse-practitioner educational program which developed within its administrative structure were dedicated from their beginnings to the preparation of primary health care practitioners who were sensitive to the identified needs of the populations which they served in San Diego County. The nurse-practitioner programs, in particular, expanded or contracted their areas of specialty emphasis on the basis of emerging, evolving and evident community need for primary health care.

As the UC San Diego School of Medicine entered the decade of the 1980s the characteristics of the community were in a period of rapid and significant social and demographic change. As a Southern California community San Diego had a significant and growing population of elderly, and an ever intensifying need for alternatives to in-hospital care. Home-health, community day care, and hospice services were proposed and evolving strategies.

As a Southern California community the area was also attractive to the young and the disenfranchised. There was (<u>is</u>) significant need for health care service to the homeless, and for those addicted to alcohol and drugs.

A very intense period of Indochinese immigration presented a serious challenge to primary health care as San Diego attempted to identify and manage

the chronic illnesses endemic in the several population groups, including tuberculosis, parasitic infestation and the effects of stress and transition.

San Diego as a border community continued to respond to the multiple challenges to health care delivery which were presented by both legal and illegal Hispanic immigration. These challenges are felt most significantly in the area of maternal/child health and the area of migrant health care.

The nurse-practitioner programs supported by the UCSD School of Medicine responded to these community characteristics by development of specialty emphasis programs in Family Primary Care which prepared nurses to address the health care needs of families, school age children, and the elderly, and a program of nurse-midwifery studies. These programs were conducted in a cross-cultural context which meant the incorporation of cultural sensitivity training within the didactic content of the academic program, and the establishment of student preceptorships in settings which served the variety of cultural and ethnic groups. It has always been the belief of the nurse-practitioner programs that student experience within the targeted community and among the cultural and ethnic population groups was one of the best ways to prepare the student for service to those groups.

Again, as the School of Medicine and its nurse-practitioner programs entered the decade of the 1980s both groups took a fresh look at the needs of the community and the appropriate response and direction which should be taken. It was the belief that the nurse-practitioner programs should evolve from their status as continuing education and/or post-baccalaureate certificate educational programs and make the necessary transition to graduate program offerings. The preparation of the nurse-practitioner on the Masters level was intended to prepare the practitioner with the additional skills in nursing leadership and research which would then enable the nurse-practitioner to take a primary role in expansion of service opportunities and settings.

A linkage between the University of California, San Francisco, School of Nursing and the University of California, San Diego, School of Medicine was implemented in the academic year 1983-84. Two programs of nurse-practitioner specialty study were maintained: Family Nurse-Practice and Nurse-Midwifery. The Family Nurse-Practitioner program has only recently been redesigned to a model called the Clinical Specialist in Family Primary Care, and a geriatric clinical emphasis elective added to the specialty course of study.

The Master's program continued in the tradition of its predecessor certificate educational programs in a focus on the preparation of practitioners for service to the primary care deficient, and culturally diverse populations of San Diego County. The program, now called UCSF/UCSD Intercampus Graduate Studies (IGS), also identified a new area of service to which it wished to respond: the family health care needs of rural San Diego County.

IGS applied to the San Diego and Imperial Counties Rural Area Health Education Center for financial support of a feasability study. Area Health Education Centers (AHECs) are federally funded centers which have the mandate of promoting linkages between centers of health professional education and the population needs of several communities. The SIRAHEC focuses on the rural sections of San Diego county and the agricultural desert communities of Imperial County, west of San Diego to the Arizona border. These are areas

in which health care is heavily impacted not only by the issues of availability and access but also by the health effects of occupational pesticide exposures, the nature of agricultural work itself (stoop labor), the character of migrant labor residential facilities (unfortunately, all too often, unsanitary and overcrowded), and seasonal occupational stress.

The purpose of the Feasability study was to investigate the potential for development of a preceptorship experience in a rural health setting. The objectives of the preceptorship itself were similar to those already established in the cross-cultural settings used by Intercampus Graduate Studies, i.e., to provide opportunity for student experience in a setting of specialized health care need, in order to promote competence and confidence of the practitioner for service in such settings.

Funding was received in AY 84-85 (SIRAHEC Grant #PE00053) for the conduct of this feasability study. Criteria for evaluation of thirteen (13) community health clinic settings already established in rural communities were developed. These criteria addressed the risks and benefits which would accrue to both the University and the clinical setting through the establishment of a clinical educational affiliation.

Each setting was evaluated for its ability to offer a quality educational prepceptorship experience to the student: quantity and diversity of patient health care needs addressed in the setting, sufficient space for student clinical practice, educational resources available in the clinical setting (library/reference materials), and the support of administration for the preceptorship experience. The individual practitioners in each setting were evaluated for their interest and ability to conduct the preceptorship supervision and student teaching. IGS was particularly interested in promoting MD/nurse-practitioner collaborative teaching models. Accordingly, nurse-practitioners in each setting were required to possess the Master's degree in order that they might qualify for appointment to the non-salaried clinical Faculty of the School of Medicine (the community Faculty model).

The results of the feasability study were quite gratifying. Two community health settings were identified as appropriate from the University's perspective, and both settings recognized and responded to the benefits which would accrue to them through the University affiliation. Funding was sought and received from SIRAHEC (Grant #PE00053) to support the implementation of the preceptorship. Inter-institutional agreements and Faculty appointments were facilitated, and student preceptorships were inaugurated in AY 85-86. One academic year has been completed and both the University and rural health settings have evaluated the experience as strongly positive, and look forward to continued collaboration.

The program works in the following fashion:

<u>The University</u>

The University offers all general didactic content appropriate to the preparation of the Family Nurse-Practitioner/Nurse-Midwife through its academic curricular program.

The University screens and selects students for preceptorship placement in rural health settings in accord with the goals and objectives stated by the

student. (In AY85-86 several students self-selected the rural health placement as appropriate to their own rural health work objective. We anticipate that our experience will be the same in future years.)

The University provides extensive orientation and faculty development programs for the rural health preceptor through both general (conducted for all community preceptors) and specific (conducted for the rural health preceptors) Faculty Development continuing education programs.

The University provides an academic Faculty member site visitor, on a scheduled basis, to the rural health settings where the Academic Faculty

- provides consultation/collaboration to the community preceptor
- conducts additional student evaluation
- consults with administration regarding progress of the preceptorship

The University conducts program evaluation and provides feedback to the community setting.

The Community Health Center

Administration of the community health setting provides the resources and facilities for a patient care session. This includes not only the services of the preceptor for student supervision but also the ancillary personnel and supplies essential to patient care. Administration is cognizant that a Student/Preceptor team will see a lessened volume of patients per clinical session, in order to accomodate student teaching/learning/evaluation.

The Clinical Preceptor shares a patient care session with the student, incorporating, where and when relevant, the additional didactic material specific to the rural health focus of the patient's presenting problem. In the first years of this project funding has been received by the community setting to offset the salary of the Clinical Preceptor, with the understanding and objective that such financial support will decrease as the preceptorship becomes "institutionalized" into the community clinic model of patient care. Revenue generated by the patient care activity is retained by the clinical setting.

The Clinical Preceptor offers academic service to the University by guest lectureship, addressing the adaptation of primary care skills to the specific health care needs and challenges of the rural health setting.

Both Administration and Clinical Preceptor dedicate additional uncompensated time to the program planning, preceptor development and program evaluation activities essential to the excellence of the student learning experience.

Intercampus Graduate Studies recognizes that this model is neither particularly innovative nor unique. Rather, we present our development and implementation of this model as one more demonstration of the feasability of the "town/gown" collaborative endeavors which benefit both academia and the community. In this example we offer a model for the education of a primary care nurse-practitioner. The practitioner's role in the rural health setting

can be in the community health center, the school, or the home. We believe that student preceptorship experience in settings which emphasize the reality of the community, of the population, of the particular health care needs experienced by residents of the community and the cultural values of the population to be served is one very valuable way to promote the selection of such settings as the place of work, and, in that fashion, to address the needs of health manpower distribution. The other facet of such consciousness-raising is, of course, the increased visibility of the rural community, and the special needs of those communities, to University academia. We believe that the risks of reaching out are far outweighed by the benefits of touching.

TABLE 1

SIRAHEC FEASIBILITY STUDY - PHASE I FINAL REPORT

Criteria & Key

(p) of primary importance
(s) of secondary importance
(+) satisfactory
(-) unsatisfactory

		Borrego Springs	El Cajon	Escondido	Mountain Health Boulevard	Oceanside	Pauma Valley Indian Health Ctr	Ramona	San Dieguito	San Marcos	Santa Ysabel	Sycuan Indian Health Center	Valley Center	Vista
Distance from CTF ≤ 60 miles RT	(p)	-	+	+	-	+/-	-	+/-	+	+/-	-	+	+/-	+
Clinical Facilities Appropriate to Student Learning	(p)	+	+*	+	-	+	+	+	+	+	-	+	+	+*
Broad Demographic Pt. Population	(p)	+	+	-	+/-	+	+	+	+	+	+	+	+	+
Broad Variety of Patient Illness/ Health Service	(p)	+	+	+	+	+	+	+	+	+	+	+	+	+
Adequate Patient Volume	(p)	+	+	+	+/-	+	+	+	+	+	+/-	+	+	+
Appropriate Hours of Operation	(p)	+	+	+	+	+	+	+	+	+	+	+	+	+
Viability of Site for Foreseeable Future	(p)	+	+	-	+/-	+	+	+	+	+	+	+	+	+
Supportive Administration	(p)	+	+	+	+	+	+	+	+	+	+	+	+/-	+
M.D. Preceptor Willing/ Appropriate/Stable	(p)	-	?	+/-	-	-	?	-	+/-	+	-	+	-	+
N.P. Preceptor Willing/ Appropriate/Stable	(p)	+**	+	+/-	-**	+	+	-	+	+	+	+	+	+
One Exam Room for Student Use	(p)	+	+	+	+	+	+	+	+	+	-	+	+	+
Conference Room for Student Use	(s)	+	+	+	+	+	+	+	+	+	-	+	+	+
Resource Materials in Clinic	(s)	+/-	+/-	+/-	+/-	+/-	+/-	+/-	+/-	+	-	+	+/-	+
Previous Students in Setting	(s)	-	+	+	-	+	-	+	+	+	-	+	+	+
Chart System Adaptable/Flexible to POMR Format	(s)	+	+	+	+	+	+	+	+	+	+	+	+	+

* New site - Spring, 1985
** Credentials only

Goal

The goal of the California AHEC System is the same as that of the national AHEC program expressed in Public Law 94-484:

> **For the purpose of improving the distribution, supply, quality, utilization, and efficiency of health personnel in the health services delivery system AND for the purpose of encouraging the regionalization of educational responsibilities of health professions schools...**

The California project has specific goals for each health discipline but has special emphasis on improving the distribution of primary care physicians and registered nurses and on improving access to care for rural citizens and the largely minority population of the inner-city areas.

Table 2

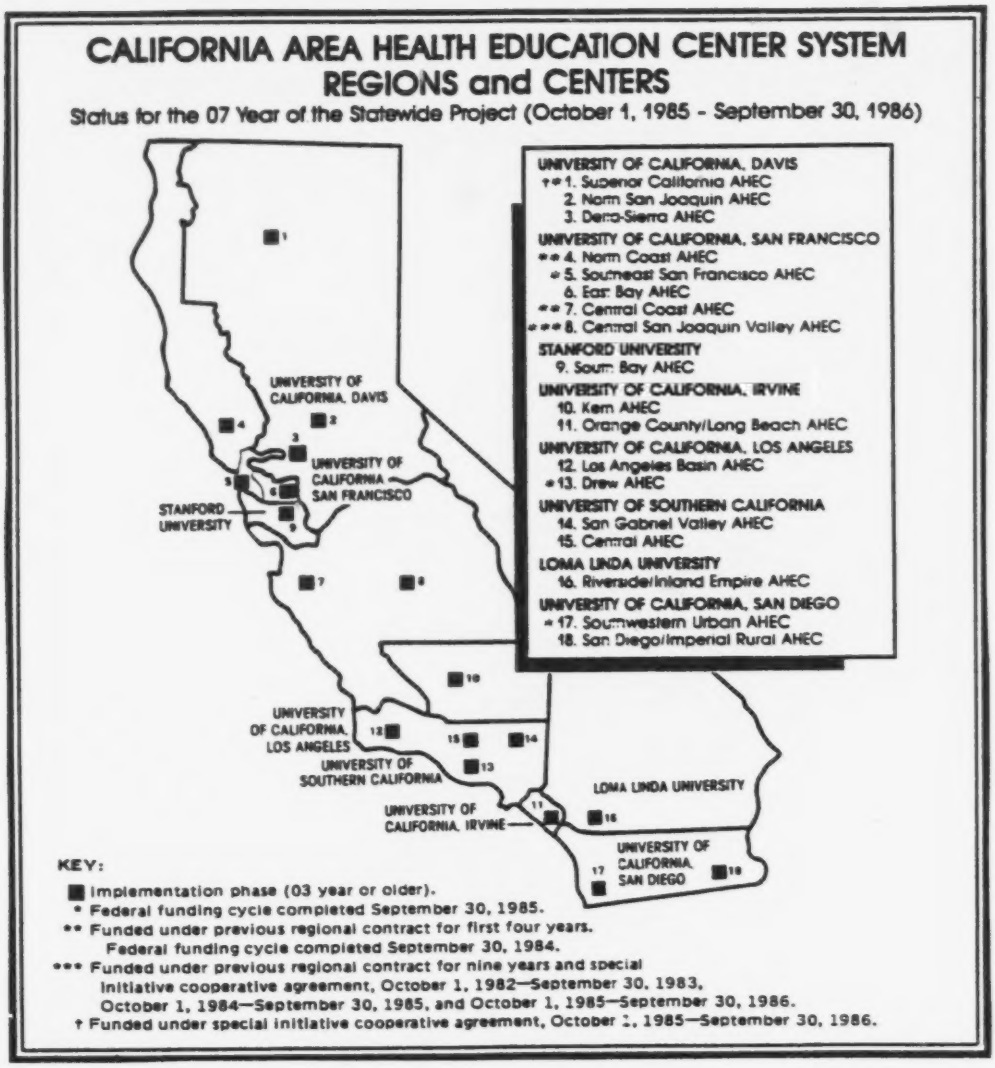
CALIFORNIA AREA HEALTH EDUCATION CENTER SYSTEM
REGIONS and CENTERS
Status for the 07 Year of the Statewide Project (October 1, 1985 - September 30, 1986)
UNIVERSITY OF CALIFORNIA, DAVIS
†** 1. Superior California AHEC
2. North San Joaquin AHEC
3. Delta-Sierra AHEC
UNIVERSITY OF CALIFORNIA, SAN FRANCISCO
** 4. North Coast AHEC
* 5. Southeast San Francisco AHEC
6. East Bay AHEC
** 7. Central Coast AHEC
*** 8. Central San Joaquin Valley AHEC
STANFORD UNIVERSITY
9. South Bay AHEC
UNIVERSITY OF CALIFORNIA, IRVINE
10. Kern AHEC
11. Orange County/Long Beach AHEC
UNIVERSITY OF CALIFORNIA, LOS ANGELES
12. Los Angeles Basin AHEC
* 13. Drew AHEC
UNIVERSITY OF SOUTHERN CALIFORNIA
14. San Gabriel Valley AHEC
15. Central AHEC
LOMA LINDA UNIVERSITY
16. Riverside/Inland Empire AHEC
UNIVERSITY OF CALIFORNIA, SAN DIEGO
* 17. Southwestern Urban AHEC
18. San Diego/Imperial Rural AHEC
UNIVERSITY OF CALIFORNIA, DAVIS
UNIVERSITY OF CALIFORNIA SAN FRANCISCO
STANFORD UNIVERSITY
UNIVERSITY OF CALIFORNIA, LOS ANGELES
UNIVERSITY OF SOUTHERN CALIFORNIA
LOMA LINDA UNIVERSITY
UNIVERSITY OF CALIFORNIA, IRVINE
UNIVERSITY OF CALIFORNIA, SAN DIEGO
KEY:
Implementation phase (03 year or older).
* Federal funding cycle completed September 30, 1985.
** Funded under previous regional contract for first four years. Federal funding cycle completed September 30, 1984.
*** Funded under previous regional contract for nine years and special initiative cooperative agreement, October 1, 1982—September 30, 1983, October 1, 1984—September 30, 1985, and October 1, 1985—September 30, 1986.
† Funded under special initiative cooperative agreement, October 1, 1985—September 30, 1986.

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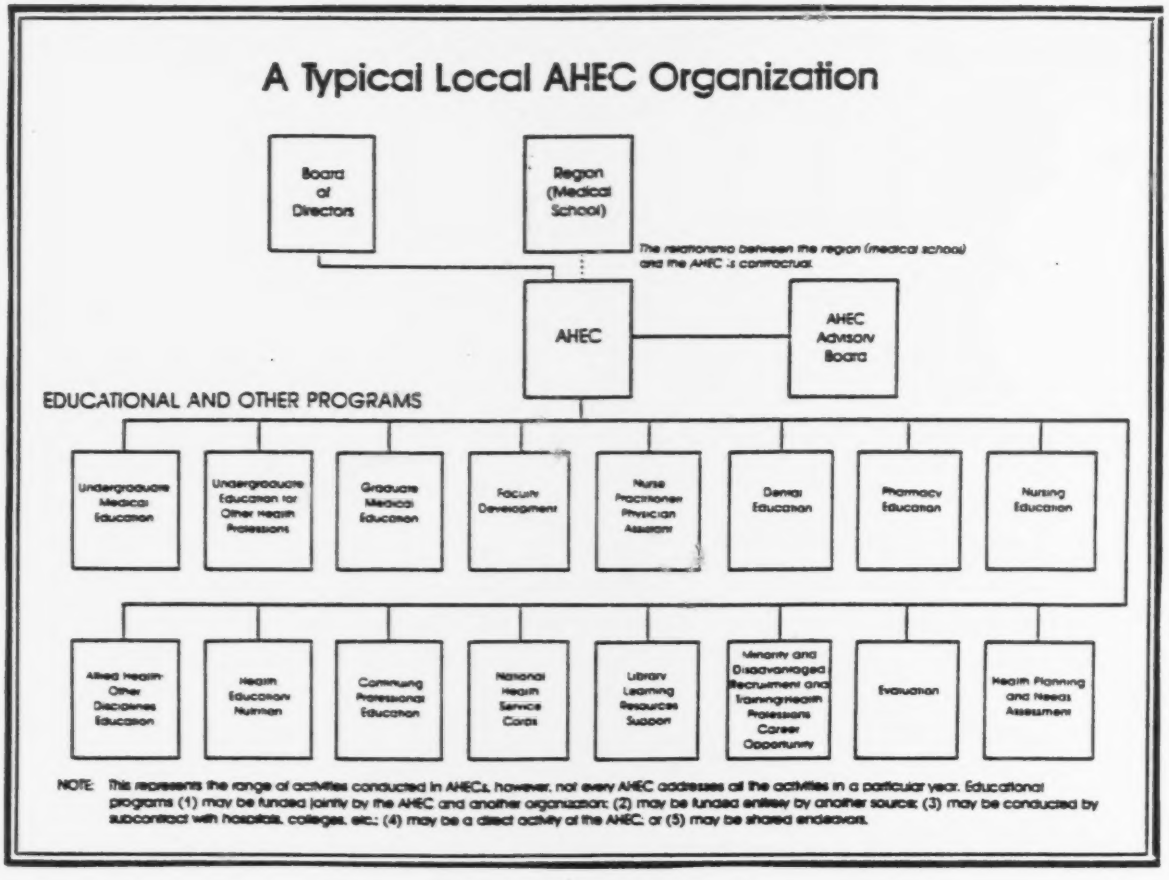
Table 3


A Typical Local AHEC Organization
Board of Directors
Region (Medical School)
The relationship between the region (medical school) and the AHEC is contractual.
AHEC
AHEC Advisory Board
EDUCATIONAL AND OTHER PROGRAMS
Undergraduate Medical Education
Undergraduate Education for Other Health Professions
Graduate Medical Education
Faculty Development
Nurse Practitioner Physician Assistant
Dental Education
Pharmacy Education
Nursing Education
Allied Health-Other Disciplines Education
Health Education/ Nutrition
Continuing Professional Education
National Health Service Corps
Library Learning Resources Support
Minority and Disadvantaged Recruitment and Training/Health Professions Career Opportunity
Evaluation
Health Planning and Needs Assessment
NOTE: This represents the range of activities conducted in AHECs, however, not every AHEC addresses all the activities in a particular year. Educational programs (1) may be funded jointly by the AHEC and another organization; (2) may be funded entirely by another source; (3) may be conducted by subcontract with hospitals, colleges, etc.; (4) may be a direct activity of the AHEC; or (5) may be shared endeavors.

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Miss Gita Dhawan
Presenter

18371 Lost Knise Circle
Nos. 203 Gaithersburg
Maryland 20879

The Use of Folk Tales & Indigenous Materials to Develop a Curriculum Plan for Improving Nutrition, Health & Hygiene Habits of Rural Indian Women

Introduction:

For decades various strategies have been tried to alleviate the problems of hunger, poverty, exploitation and oppression among women in rural areas in different parts of the world. That these problems still exist is an indication that the strategies have serious limitations (Vijayendra, 1985). The task therefore, is to understand the nature of the limitations and the women themselves who chronically suffer from these problems.

> No organization, no programme, can survive without understanding and appreciating the efforts of [women] who suffer from poverty, hunger, ill-health, lack of education and a relative lack of awareness of the forces that shape their lives. Trying to solve any one problem by excluding the others leads to failure (Vijayendra, 1982, p. 35).

In India, due to vast geographical, economic, religious, and cast differences, it is almost impossible to identify generalizeable characteristics of Indian women (Matthiasson, 1974). Their diversity defies imagination. In spite of their diversity and individuality, 60-70% of the Indian women live in poverty. Three-fourths of them live in rural areas, and their rural health problems derive from a combination of factors such as lack of education, malnutrition, poor water supply and poor sanitation (Adiseshiah, 1985; Vijayendra, 1982; Murray, 1981).

The purpose of this paper is to share the development of a curriculum plan using folk tales and indigenous materials as the resource for developing appropriate teaching technology conducive to the target audience.

Rationale

Murray (1981) has identified nine factors within a socio-cultural context which have the most pervasive influence on the lives of women. These factors include education, health, technology, work, economics, family, politics and environment. The impact of the nine factors is visible through human behavior as expressed by the rules governing people's behavior, institutionalized norms, religious beliefs, social forms, tools and materials created, customs, morals, superstitions, values, art forms, or things seen and unseen. Due to space and time limitations, discussion in this paper has been limited to health and education as factors affecting the lives of rural Indian women.

Education is considered to be a basic human right and is central to one's employability, income, health and feeling of self-worth. Yet women and girls have as yet to achieve educational equity with men and boys. Nearly two of every three illiterate persons in the world are women. Many factors appear to conspire against equity of female particiaption in education (Murray, 1981; Vijayendra, 1982; Adiseshiah, 1985). Socio-cultural attitudes about acceptable roles for women, sex stereotyping with respect to programming, financial limitations, the need for child labor to sustain family existence, the presence of male teachers, and parental concerns about the role of education in altering the norms of their lives are just a few of the factors (Murray, 1981).

Health and education are central factors in women's ability to become self-sufficient. The status and concerns of women's health generates concerns and implications for the health of subsequent generations (Murray, 1981; Vijayendra, 1982; Adiseshiah, 1985). In India, the health problems faced by women are multi-faceted. Among others, it includes the quantity, quality and distribution of food such as, the allocation of food within a family unit. For example, there exists a sex bias in health and nutrition related behavior. Adult males and male children command the choice and more nutritious foods with costs to women and female children's health. Yet, it is generally the women, not men, and often the mothers themselves, who distribute food within the family (Chen et al., 1981).

Method

During the second half of the twentieth century, economic and social growth and development in India has been planned through a series of Five Year Plans. Ironically, during the first two Five Year Plans (i.e., 1951-1961) women and children were not singled out for specific planned programs. Instead, they formed one of the components of the health sector. It was only during

the Third Five Year Plan (1961-1966) that steps were taken for specific programs such as Integrated Nutrition Program, Applied Nutrition Program (ANP), and Special Nutrition Program (SNP). These programs have continuously expanded during the Fourth and Fifth Five Year Plans.

As the programs expanded, during the Sixth Five Year Plan (1980-1985), the four major government thrusts were categorized as 1) Family Planning, 2) Nutrition, 3) Women and Development, and 4) Social Welfare. Hence, to meet its objectives the Government of India set up thirty-one mobile extension units to undertake intensive coverage of rural areas. The purposes of these units were to popularize local low cost indigenous goods, to promote suitable dietary habits, to disseminate scientific methods of cooking, to teach techniques of preservation of fruits and vegetables, and to propogate knowledge of nutrition, hygiene and sanitation. But these programs have had very limited impact because of a lack of linkage to other related programs such as provision of employment, health, education, safe drinking water and improvement of environmental sanitation and hygiene.

Since the problem of malnutrition is closely linked with that of illiteracy, large family size, lack of environmental sanitation, hygiene and safe drinking water, poverty and unemployment, some of the strategies planned by the Government of India included:

(1) Provision of psychosocial stimulation to children and adults in the family through story telling, role play and other forms of non-formal education.

(2) Provision of education at the formal and non-formal level emphasizing lessons on nutrition, health and population.

(3) Strengthening and encouragement of community organization, participation, and co-ordination at the village level.

(4) Utilization of local foods for imparting nutrition education as well as to reduce transport and administration costs.

(5) Adoption of an integrated program on health, environmental and personal hygiene, nutrition, child welfare and other subjects in collaboration with the ministries of Social Welfare, Health, Education, Food and Rural Reconstruction.

(6) Provision of mass media and other interpersonal instructions for non-formal education.

Nonformal system of education is probably universally considered as the most important form and source of learning for all,

especially for women. Usually women are the suppliers of socio-economic, cultural and religious traditions. Through their wisdom, experience, skills and understanding, women enhance family and community life as well as promote national development (Adiseshiah, 1985).

Non-formal education programs offer participants opportunities to learn skills, to become literate, and to improve cultural awareness among other things (Murray, 1981; Vijayendra, 1982; Adiseshiah, 1985). Therefore, it is important that what is taught relates to what people know and practice in their respective cultures since culture defines an accepted way of life. Thus, for a program to be successful it must take into account and take advantage of characteristic habits, ideals, attitudes, beliefs, and ways of thinking of a particular group of people. For instance, in the Indian society, folklore as a teaching tool is appealing to the rural society because it seems to satisfy their curiosity about the mysteries of the world, especially the inexplicable phenomena of the nature around them (Roy Chaudhury, 1971). Therefore, folk literature makes an excellent educational tool.

Apart from serving the nonformal educational system, folklore in India has a rich legacy and even today is a vital element of the Indian culture. It is a reliable index to the background of rural India (Roy Chaudhury, 1971). Over centuries, Indian folk literature has been disseminated by mothers, grandmothers and wandering minstrels through bedtime stories, pilgrimages and fairs and still continues to be very popular.

As life is different in rural and urban areas in India, so is folklore literature diversified. Roy Chaudhury (1971) has classified the available folk literature into four main categories, namely, man, nature, animal and plant kingdom. Day to day life, parental love, family happiness, children's adventurous habits, love and fear of the unknown, greed, weather and climate, food and crops, witches and orges are some of the themes illustrated through folk literature. By weaving together man, nature, animal and plant creation, the folklorists bring together themes such as religious customs, beliefs, food habits, modes of dress, superstitions. What follows is a short folk story commonly narrated in the rural parts of India and a sample activity built upon the theme of good hygiene and good nutrition.

A Hungary Stomach Can Dream*

The toothless, old and decrepit farmer had just finished with relish the last drop of rice water with a little bit of salt and half a chilly. The damaged roof of the hut showed a streak of heaven's candle light, the moon.

While munching a piece of onion with difficulty, the old man started dreaming of going fishing. He asked his wife, "Well, Buddi (old woman), suppose tomorrow while collecting shag (turnip and other discarded greens) I catch a big fish in the rivulet, what will you do with the fish? How will you cook it? How many pieces will you give me?" The old lady snapped, "Look Mian (husband), do not worry about that nonsense. Think where you will go tomorrow for some wheat flour and vegetables other than rice and shag, as I am tired of rice water and shag. Put back your fish in the water and try to get some pumpkin at least from the same pond."

The old man warmed up and said, "Biwi (wife), do not worry. I tell you Bhagvan (God) will be kind to us and I shall catch a big fish tomorrow. Otherwise why shall I think of it now? Now please, please tell me how many pieces will you cut it into? How will you prepare it? How many pieces will I get?" The old woman took the joke at its stride.

Munching her share of half of the onion she said, "Look Mian. First I will have to go to Keshav's Biwi and ask her for her big knife for cutting the fish. Ours was sold long before. Now Keshav's Biwi is bound to ask me why I need the big knife. If I tell her, she is bound to ask for atleast two pieces of the fish. What shall I tell her?" The old man felt generous at his imaginary haul and said, "Why not? They have been good to us in these harrowing days. Let us give them two pieces of the fish which God has gifted us. But, please make two pieces purposefully small for them and give them those two pieces."

The old woman was furious. "No certainly not. Why should we give them two pieces? Sometime back they got some turtle eggs and boiled and ate them. Did they give us any? I discovered the eggshells.....Why do you want to pry into all this womanly affair? You leave the matter to me. Somehow I'll get the knife. Mian, you had better think of getting a little cooking oil, two onions, some garlic, and a little tumeric unless you prefer the fish three-quarters burnt. That will also taste nice with onion and salt." The old man replied, "Do not worry. I will get all those items from Durga Das (the grocer) and in exchange offer him a few hours of my labor. I will also get some lalmircha (red dried chilly). But you will have to grind them....."

The old lady flared up. "Did I not just tell you not to get into the woman's world?.....Since you are going to offer your

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*This story was often narrated to the author during her childhood by her grand-mother. The same story is narrated in different parts of India where it acquires the names and background setting typical of the region.

labor in exchange, you might as well get a quantity of wheat flour to make chappatis. Leave the stuff with me and go and work in Durga Das's shop. Come back after two hours and you will get your share of fish and hot chappatis. That will be a treat for us after a long time! But mind you, if you are late, I will eat my share earlier. Surely, the cooking will make me hungary."

The old man gave a toothless laugh. "You think I cannot see through your trick? I am not going to budge because you will eat more than your share under the pretext that I was late. First tell me how many pieces there will be. We must share half and half. Though I must claim more as I caught the fish." The old woman would not give in. "No, you must go out. You may only stay until the fish is cut into pieces. After satisfying yourself you had better go as I do not want an old useless man like you around when I cook."

But neither would the old man give in. "Do you think I have become senile? I know your trick. There will be unequal pieces. You will eat away the bigger pieces and leave the smaller pieces for me. This won't do....." "Alright," said the old woman. She was sleepy and yawned! "I will borrow the weighing scale from Durga Das and weigh the cut pieces. That will give us both equal shares."

There was no reply from the old man. Both the old farmer and his wife started snoring. They were both dreaming of the imaginary fish. He could see the glistening skin of the fish and feel the fish struggling to get out of his hands. She could see herself cleaning, scaling and cooking the fish. The aroma from the spices made her mouth water. There was a flicker of smile on her mouth.

Much discussion on the concepts of good hygiene, nutrition, family relations, importance of education, and many other topics can follow this story. For the purposes of this paper, the sample activity is limited to the discussion of good hygiene, health and nutrition. Based on the objectives, the activity can be changed and adapted accordingly. For instance, the activity could be used to develop the ability among rural adults to recognize and count numbers and/or alphabets.

Sample Activity:

Objectives: To develop the basic concepts of good hygiene, health and nutrition.

Materials Required: Paper, pencil, magic markers, playing dice carved from potato, playing chips made from carrot pieces, peas, etc.

Procedure: With a thick pointed magic marker, draw a 12"x12" square. Divide the square into 100 equal sized squares. Number each square from one to hundred beginning from left hand, maintaining continuity in numbering. In each row there should be only ten numbers. Also, on each row print 2-3 numbers in red. On a separate piece of paper, for each number in red, write the following instructions (these instructions can be adapted and manipulated according to the objectives of the game and discussion following the story):

5: You brushed your teeth in the morning. Go to number 12.
9: You cleaned your nails today. Go to number 18.
15: Today your diet contained food from the basic food groups. Go to number 64.
20: You washed your hands after going to the toilet. Go to number 33.
23: You boiled the water before drinking. Go to number 78.
27: You do not have any cavaties. Go to number 98.
30: You cleaned the wound on your child's knee with a clean rag. Go to number 56.
35: You did not eat more than one sweet today. Go to number 47.
39: You washed your hands before cooking food. Go to number 71.
44: You cleaned your house today. Go to number 61.
48: You did not stick needle between your teeth to clean them. Go to number 86.
52: You did not cover the food. A dog came and licked it. Go to number 1.
58: You did not clean the nipple of the feeding bottle. Go to number 17.
60: You did not boil the water before drinking. Go to number 6.
62: You forgot to brush you teeth. Go to number 57.
65: You did not the clean house. Go to number 18.
70: You stuck a hairpin to clean your ear. Go to number 10.
74: You need to change clothes. Go to number 61.
77: You did not take a bath. Go to number 25.
80: You ate too many sweets. Go to number 2.
83: Your ears are dirty. Go to number 71.
88: There was no milk in your diet today. Go to number 50.
92: There was no protein in your diet today. Go to number 1.
95: You did not clean your nails today. Go to number 76.
99: You did not wash your hands after going to the toilet. Go to number 8.

100	99	98	97	96	95	94	93	92	91
81	82	83	84	85	86	87	88	89	90
80	79	78	77	76	75	74	73	72	71
61	62	63	64	65	66	67	68	69	70
60	59	58	57	56	55	54	53	52	51
41	42	43	44	45	46	47	48	49	50
40	39	38	37	36	35	34	33	32	31
21	22	23	24	25	26	27	28	29	30
20	19	18	17	16	15	14	13	12	11
1	2	3	4	5	6	7	8	9	10

Any number of players can simultaneously play the game. The rules are based on those of snakes and ladders such as the dice must role the number six before a player can start moving along the squares. There are no winners or losers in this game. The players can also make their own rules according to the situation.

Summary

The purpose of this paper was to share the development of a curriculum plan using Indian folk tales and indigenous materials as the resources for developing appropriate teaching technology. Discussion was limited to health and nutrition factors as affecting lives of rural Indian women. The sample activity concentrated on developing the basic concepts of good hygiene, health and nutrition. Suggestions were also made as to how the same story and activity could be adapted for teaching various other concepts such as family relations and importance of education.

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Jim Cage, Professor, Dept. of Educatio
Sul Ross State University
Alpine, TX 79832

Frontiers of the Mind: An Inservice Model for Teachers of Rural, Minority Gifted Children

Forty-five percent of students in the Trans-Pecos area of West Texas come from minority backgrounds. Yet, less than three percent of primary grade minority students are served by Gifted and Talented programs in the Trans-Pecos school districts. This area includes 18 counties (40 school districts) which are effectively isolated by sparse populations and vast distances from urban areas and state regional service centers. In addition, less than five percent of gifted and talented program teachers have either undergraduate or graduate preparation in gifted education.

This session will present the preliminary results of a projected 3 year institute designed to train teachers to identify and plan curriculum for primary grade disadvantaged and minority students who are gifted and to develop a network for these rural teachers.

The first goal of the institute was to identify teachers in the Trans-Pecos area with the greatest potential to serve gifted children from minority, disadvantaged and rural populations to participate in a summer program. A competitive selection process required teachers to meet the following criteria. First, they had to be assigned to a four year old through third grade classroom for the following school year, in a rural, high minority/disadvantaged school. Second, they had to be recommended by a district administrator. Third, they and the district had to sign a cooperative agreement and a commitment to participate in an on-site practicum and three Saturday seminars during the following school year. The on-site practicum consists of using identification and curriculum planning procedures in their own classroom and training one other teacher in their school In return, participating teachers received six hours of graduate credit, tuition waivers, and a stipend.

The second goal of the institute was to train these teachers in identification and curriculum development procedures. The design of the five week program involved teachers in giving and interpreting assessment procedures and in developing or modifying curricula to meet the individual needs of lab school children. After seven days of intensive training, participation teachers worked half days for four weeks directly with young disadvantaged/minority gifted students.

The third goal of the institute was to provide a model for working with the parents of these children. Participating teachers planned and implemented four parent sessions, in English and Spanish, for the parents of the lab school children.

Finally, the institute attempted to develop a support network within and among rural school districts through follow-up training and planned teacher interaction.

Bev Muendel-Atherstone
Coordinator,
Rural Special Education Outreach Proj.
University of Lethbridge
Lethbridge, Alberta T1K 3M4
Canada

THE RURAL SPECIAL EDUCATION OUTREACH PROJECT:

DEVELOPMENT OF A MODEL OF SERVICE DELIVERY: INTEGRATION OF NEW AND OLD TECHNOLOGIES IN THE PRAIRIE

As the conditions of Prairie existence present some unique problems to delivery of services, ranging from extreme climatical conditions to rugged terrain to extreme distances between school districts, geography alone mitigates against easy access to resources and inservice for teachers of special needs children in rural schools in southern Alberta. Within this framework, a model for delivery of services combining new and old technologies will be described.

In order to facilitate communication between educators and provide resources to these same teachers, a Directory of all Special Needs Teachers, as defined by Superintendents, was compiled. This Directory includes descriptions and listings of government and non-government agencies who serve special needs children, and forms part of a system for extending communication between isolated educators. Schools have been linked by an electronic communications system, "Prairie Post," by modem to the University of Lethbridge which provides access to "SpecialNet."

De-mystifying the computer through hands-on workshops has been a major focus of the project. In response to teacher requests, workshops using both commercial and public domain software for children with special needs have been held in schools. The need for classroom compatible IEP software has resulted in creation of data files for the EMH and TMH provincial curricula using APPLEWORKS software. Piloted software projects will be described.

LEITER VERSUS STANFORD-BINET MEASURES IN EARLY IDENTIFICATION OF AT-RISK STUDENTS IN RURAL SOURTH CAROLINA

John C. Richardson, Ed.D.
Clemson University

Measures of intellect are the frequent focal points of diagnostic activities leading to identification and placement in special programs of handicapped and at-risk children. Although the research literature generally acknowledges the validity of this process for identifying young children with severe handicaps, it is a questionable practice with pre-school children experiencing only mild to moderate handicaps/risks.

This examiner's work in the identification of pre-schoolers with handicaps/risks in rural South Carolina supports the questioning of the validity of utilizing standardized tests of intellectual potential for special placement. The number of identified false positives who "develop" out of their handicaps or risk by the time the child is in the second or third year of school is substantial. Even though the "special" program may have contributed to the youngster's remedy, there is no evidence to support the relationship. Additionally, collective wisdom would question the risk of minor progress at the cost of negative stigmata which goes with "special" placement.

This examiner studied the effects of substituting Leiter performance Scale (LPS) measures of intellect for the more conventional Stanford-Binet (S.B.) measures. The LPS, designed to be more culture-fair and less language-biased, appeared to be an instrument in which pre-school and children who were primarily socially/culturally/ educationally deprived could show objective measures of intellectual potential consistent with the measures which would be obtained by the time the child reached second or third grade. If more valid measures could be obtained, then the child could avoid the negative stigma and the services to the true handicapped/at-risk child would be improved due to lower student/teacher ratio and a more homogenous model.

This examiner tested 40 children (10 each at levels of pre-kindergarten, first grade and second grade) in a counterbalanced design with the S.B. and LPS. All subjects had been screened for future enrollment in "special" kindergartens or had historically participated in the special programs.

The common test factors of intelligence quotient (IQ), mental ages (MA), ceiling age (CA), and basal age (BA), were compared by each of the grade levels. Pearson correlation efficients for the pre-kindergarten group were promisingly low, (IQ= .39, MA= .21, CA= .50, BA= .33) indicating that the LPS was measuring a new factor. Analysis of the scores, however, indicated that only one factor (CA) where the LPS score was higher (indicating more normalized estimate) than the S.B. t-

tests of differences between these CA measures and other factors at the various grade levels was statistically non-significant.

The LPS did not improve the early differentiation of the culturally/socially/educationally deprived child for the mild/moderately handicapped/at-risk child. This investigator recommends future studies utilizing the Stanford-Binet, 4th Edition, since the multi-factor design may accommodate the relative strength or splinter stall which would identify the false positives early. Additionally, this investigator recommends a careful selection of assessment personnel (diagnosticians, psychometricians, and psychologists) who are sensitive to the clinical and subjective kinds of observations necessary to distinguish the non-handicapped/at-risk child with substantially low objective measure and prompt appropriate non-placement.

FAMILY COMMUNICATION AWARENESS/SUICIDE PREVENTION

Presenters: Dennis Jensen, Superintendent
Elk Point Public Schools
Box 578, Elk Point, S.D.

Steve Griffith, Counselor
Elk Point Public Schools
Box 578, Elk Point, S.D.

This presentation has as a focus the goal of helping community members become more aware of each other. Many factors indicate that society has become desensitized to caring or identifying with the feelings of another person. Empathy is not the strength of the American society today. Some research has implied that television, with its portrayal of violence has influenced children toward being cold and unfeeling. Still other research points to the pressures of these economic times and the financial struggle to survive as a factor in swaying society into unempathetic individuals. The high divorce rate and the dysfunctional family becoming the traditional or the majority of American families also stretches the bindings on love and caring.

In a recent workshop in Denver, Colorado (August, 1986) conducted by Quest International, some alarming statistics were offered through results collected in surveys administered by Quest in 1984 and 1985:

1. In 1950, 30% of all American families had a grandparent living within the household: in 1985, only 2% had a grandparent within the household.

2. In 1950, 48% of all American families were described as traditional; two natural parents and two children. In 1985, 7% of American families were described as above.

3. In 1950, the divorce rate was 7 to 1; in 1985, the divorce rate was 2 to 1.

4. In 1950, the percentage of students entering kindergarten and graduating from high school with the same two natural parents living within the household was 70%, in 1985, it was 21%.

These survey figures are alarming but the reality of these indicators need to be faced; public schools are dealing with a different society and with different children today than thirty years ago and these differences are more challenging for the school system than ever before in history.

Considering all the above components incorporated into the American society today, (recognizing still other factors such as gangs in larger cities, influence of drugs, political factions, sociological history, biological compositions, geographic and demographic changes, and population shifts) it is surely understandable to realize a loss of empathy for neighbors, relatives, and friends.

The time and purpose then for this presentation in this type of setting for the National Rural and Small Schools Consortium is or should be apparent: if society has changed as much as is indicated above, then small communities wherever they are located geographically, cannot be immune to the changes. Small communities need to learn to deal with the forces that are separating individuals and families today. It is this devastating separation of the family and loss of feeling for each other that is causing the turmoil and high suicide rate in America today. This presentation is offering an example of a process that can help unite communities and potentially lead to a higher caring level which will reduce suicide rates and improve conditions in small communities.

Noone could imagine that in a small farm community such as Elk Point, South Dakota, on one early morning on January 8th, 1986, a father could shoot his family and then walk to work and shot himself--noone could imagine that could happen in a town of 1,800 people in a state like South Dakota where the total population is one-third the population of Minneapolis-St. Paul's. To have this kind of a tragedy in Elk Point where the farm land is the best the state has to offer is beyond comprehension: in this small town where people are friendly and pressures are low. However, it did happen in this small community. This murder/suicide occurred along with another murder/suicide the same day in the same county. Within three months of the first incident in January of 1986, there were three more suicides in Union County where Elk Point resides with still more attempts at suicide that luckily failed for some reason or another. Other counties in South Dakota had like suicide rates but less publicity; suicide is becoming more of a popular choice or option for dealing with stress than in the past. Research does indicate that in many cases of suicide, when an individual has a personal relationship with a person committing suicide, that individual begins seeing suicide as an option in handling emotional setbacks. Suicide is a gruesome action that does increase in frequency in certain and specific communities because it does offer another choice in avoiding difficult situations. If a respected friend has successfully committed suicide, the act does not appear as gruesome or as unacceptable. Suicide is not just a large city problem. The pressures of society affect the whole nation regardless of population or socio-economic background. Small towns feel the heavy pressures.

The goal of this presentation is to relate the story of the incidents that occurred in Elk Point, South Dakota from January 8th, 1986 until the present. The hope is that other communities can gain from this experience without having to be shocked into action.

Upon learning of the murder/suicide on January 8th, the Elk Point district was presented with some unique questions that many small districts are rarely confronted with:

1. What do the teachers say to the students; especially the students in the 3rd and 8th grades that shared rooms with two of the murdered children?

2. With the influx of the local, regional, and national news media, how does the district control the reporters? Who does the media speak with: what are the limitations?

3. What are the responsibilities of the guidance counselor, the building administrator, the faculty, and the superintendent?

The guidance counselor, Mr. Steve Griffith, immediately upon learning of the tragedy, visited with Mr. Jensen and it was decided to have Mr. Griffith visit with every class as soon as possible that morning. The reason this decision was reached was based on the logic that if the students heard about the murder/suicide from a trained counselor, it would be better than seeing the story on T.V. or reading about it in the paper because of the distortion and sensationalism the news media usually strives for in a story. A secondary reason for the counselor to visit with the classes, especially the 3rd and 8th grade classes, was to give a good model to the classroom teachers on what to say to their students in this situation. In hindsight, this was the best decision made that day--one of the few. There was also no way to anticipate the emotional problems the students would have in the coming months with accepting this violent crime. Students did have emotional problems as a result of this tragedy:

some students had trouble with sleeping; some worried about their fathers in their losing control of tempers; some students had worries relating to the question of death; some students that were very close to the deceased could not accept their death.

It became apparent that more needed to be done to help students and the community learn to accept the tragedy.

The media was one of the largest concerns on that terrible day. This murder/suicide seemed to attract more attention locally, regionally, and nationally than so many other comparable incidents in other sections of the country. The reason for this media attention was that the father who committed the attrocity was the local manager of the Farmers Home Administration office which has foreclosed on so many farms recently. Many of the reporters' questions focused on the farm crisis and speculation as to why this man did what he did. The school district made attempts at control such as not letting any students speak directly to the media, but these attempts were in vain. Many reporters waited for school to dismiss or caught students and adults downtown. Most of the media people were not cooperative, nor did they respect the efforts of the district at minimizing the harassment of the students. Simply put, the media controlled the district. Better district regulations were needed to control the media: this was identified as a goal for future incidents.

Immediately following the murder/suicide, and after the media had raped the community of most of its dignity and identity, the town was left to lick its wounds and suffer on its own. What was accomplished next may or may not have developed in other situations, but what did evolve out of this tragedy was a learning experience in caring for the community and a process of self-help for the small community of Elk Point. Vehicles were created that not only lead to programs for family and individual counseling but the community became organized with the hopes of creating a better environment for its members.

To begin to unite and help a small community over the shock of this magnitude, there needed to be a spark; someone had to be the one to look to the future and be optimistic in order to find good from devastation. As it turned out, that someone was a church minister, Pastor Don Greenough of the United Parish of Elk Point, and Steve Griffith, school district guidance counselor. They both realized that more help and organization was necessary in this situation because of the deep wounds this type of tragedy leaves in a community. Steve did his organizing within the school district walls through his counseling methods with individual students. Don was left with an endowment from the family of the deceased and with this funding support sought community members from various civic organizations to unite into some sort of committee to plan how to use the funding. This committee was comprised of school district personnel, community business leaders, civic group leaders, and religious group leaders. The intent was that this committee be representative of the community of Elk Point.

After the first meeting of the committee in February of this year, it became clear to all involved as to the purpose of this group.

1. The needs of the community were to be reviewed to identify priorities, especially after such a horrible incident in January.

2. Resources within the community needed to be identified.

3. Resources outside the community needed to be identified.

4. A plan had to be developed as to the most appropriate method required for giving aid to an entire community.

The type of aid demanded was a special challenge for this committee because the aid called for was theraputic or psychological in nature; the tragedy was not a natural disaster caused by wind, rain, or fire; and money was not the only support essential for a good program of community help. This committee took on the battle of inspiring a community to care about its neighbors and family members; and as was indicated in the beginning of this presentation, this battle would be a major confrontation with all the societal forces working against this committee.

In the review of community needs, the committee analyzed the events before and after the tragedy. The discussion that transpired at the second meeting in February led the group to agreeing that lack of communication within the family and within the community was a reason that could have led to the murder/suicide. Secondly, following the incident, more school district and community control of the media was a necessity in future situations because of the additional hurt they caused. Thirdly, long term family or group counseling was needed in addition to the counseling provided through the school counselor. Finally, it was concluded that the most efficient method of reaching the entire community was to sponsor a workshop. The workshop was to be organized with the idea of family communication as its focus.

Mr. Griffith's involvement on the committee was nominal since it was the superintendent who was the school's representative, but Steve was part of another important self-help group and that was the child protection team. This team is concerned with the social welfare of children in the community. They also sponsored a workshop for the community in March of 1986. This workshop centered on child abuse awareness. The benefit of Mr. Griffith's representation on the child protection team was a big plus for the community in that a double-shot approach could be used to help the community. Also, the child protection team and the crisis committee, through Mr. Griffith, compared notes and so avoided any duplication of purpose in the workshops presented in Elk Point.

In the identification of helping agencies within and outside the community, one agency that was contracted and responded quickly was the Family Services in Sioux Falls, South Dakota. The director, Mr. William Bishop, was sympathetic to the problem and met with the committee in another February meeting to discuss the possibility of a March workshop. Through Bishop's contributions at the meeting, a new twist was offered as a powerful way to teach or to increase the level of awareness for the need to communicate within the family; a drama presentation. Mr. Bishop contacted some individuals in Sioux Falls that were connected with a professional theater group. These theater people, then, with Mr. Bishop and members from the crisis team, met and discussed what the drama presentation should consist of and how it should be presented. Since an identified priority was family communication the decision was made to offer a play based upon some kind of family crisis. The theater then created and produced this play which was presented on March 26th, 1986 as a community in-service at the Elk Point SChool District.

The inservice was publicized through every kind of media available through the month of March, which was a positive use of the media. Another goal of the crisis committee was to effectively use and control the media. The committee delegated this project to Mr. Jensen. Since the students were so greatly affected by the negative publicity in January, the high school student council wanted some authority and control in this workshop presentation to protect the student body. The student council, then under the leadership of its president, Lucky Huber, composed a list of regulations for any media people to adhere to and delegated three student council officers to be the liaison officials between the media and the student council. Again, the media was very interested in this workshop and again for the reasons of creating a newsworthy story, but the committee's intent was going to be heard; the farm crisis was not the focus of the workshop -- helping the community to care about one another was the purpose. With the total control of the media by the school district and by the community, there was much less damage done and the media did not have any options or avenues to pursue with such a united effort. This approach was very successful.

A hurdle the committee had to confront was the cost of the theater group and the extra counselors required to present the workshop. For the drama presentations alone the cost was $1,200.; additional costs were transportation,

and eating needs for the workshop participants. The endowment provided for $700, therefore, the $500 balance had to be sought elsewhere. Mr. Jensen contacted the city council, social agencies both locally and state-wide, private industry, churches, and some political people. The success came with the political organization. Because Elk Point is a rural community, the aid the workshop was offering was also a help to the farm households. Because of this reason, Mr. Jensen contacted the Department of Agriculture and after submitting a proposal to that office, received $400.00 to help present the program. The remaining dollars were provided through the school district and the United Parish Church. The supper was provided through donations and volunteer help from the community.

The actual presentation of the drama on March 26th, was scheduled to include every student, K-12, and the interested adults in Elk Point and surrounding communities. The students were grouped by grades in groups no larger than 45 in grades K-6. The 7th and 8th grade students viewed the presentation as one large group as did the high school. The faculty supervised different groups so they all could view the drama. The community members were offered the play at night. Immediately following the moving story presented in the play, all groups were separated into smaller discussion clusters to promote good communication. Trained counselors were group discussion leaders assigned to specific groups to help spark the conversation. Upon viewing the play, because it was such a deeply emotional presentation, the discussion was right on target since almost every family had had arguments at home so there was a common relating point.

Finding

The marriage of the drama presentation and the discussion sessions could not have been better planned. Because the play was so emotional, it hit everyone involved in a personal area; everyone could identify with the emotion because they had all lived through comparable situations. In the adult groups, the conversation started slowly but once it did start, the momentum grew like a train beginning to build speed. Innermost feelings were shared; fears were shared; and tears were shared; there was very little wasted time on conversation. In the children's discussion groups, the strong emotion was still there but the level of conversation was different than the adults. They were full of questions about the murder/suicide; questions which related their fears. Divorce was mentioned in question in an effort to ask why. Family violence was discussed through questions. The high school students were the most quiet group, basically because of peer pressure. The success of this awareness workshop in family communication was phenomenal.

The crisis committee met in April following the workshop to discuss the evaluations. The overall conclusion was that although there could have been more adults at the night session, the first workshop was a wonderful success. Much of the feedback the committee received was good. However, some of the older people in town saw the drama presentation as a negative influence on children. They felt that this kind of feeling and this kind of presentation is not something the school should be associated with since it is exposing young children to visable anger. The basic logic was that the least said the better; these kind of things are better to be not talked about; it might influence the children into bad behavior.

The committee disagreed with this logic on the premise that not giving people an opportunity to discuss their feelings is bad psychologically. Repression of feelings and keeping those feelings inside has never been a recommendation from the counseling field. This repression only causes more long-term problems. Furthermore, the children need to know that agruments and disagreements do happen in every home; it cannot be avoided. However, it is the healthy ventilation of feelings that the committee is striving for in the home, and to be able to decide what is excessive violence and anger in order to change that behavior was the goal of the committee.

Any type of a workshop that affects so many people so effectively, one way or another, is a productive workshop. The crisis committee was entirely satisfied with this first workshop experience, but the work has just started. The workshop in March was the first of many; the goal of making the community aware of the need for family communication has happened with positive results. The next step the crisis committee is endeavoring to promote is the actual skills needed to begin to communicate again within the family. Workshops following will strive for enlarging the definition of the term 'family' to include neighbors and the community.

There has been a ripling affect resulting from the workshop presented and the crisis team approach in Elk Point. The student council has targeted the misuse of drugs and alcohol as a priority area of influence for this coming year and

Finding (Continued)

are working on a regional convention in November to identify the student council's role in reducing the use of drugs in school. The business people downtown have formed a committee with the purpose of attracting new industry to Elk Point. The city council donated $300.00 to the school district to help fund a Quest program in the middle school. The Lions Club have donated funds and time to the school and community to help develop programs within the school such as Quest and the school team approach to solving drug problems. The Lions Club also sponsored an after-prom party for the juniors and seniors with $1,000. of donated prices as enticement.

Family services out of Sioux Falls have now extended their service to Elk Point in the form of one counselor offered to the community twice a week. The funding for the counselor is provided particially through the United Way and through private individuals at a set rate. The office needed is provided through the United Parish Church.

Conclusion

This process of organizing a community crisis team is not new, but it was successful where some others have failed. The time needed to organize the workshop was not all that consuming and the program fell together very well. It is a possibility that this process worked so well because the tragedy brought the need to the community to realize the importance of communication, but the proof of the success of the crisis team will be in time. The team at this point is rather optimistic, but also not to the point of being naive as to the hurdles that team will be confronted with in the coming months.

Elk Point is not yet an inspired community excited about caring for one another: far from it. With the location of Elk Point being 20 miles from Sioux City, Iowa, and 14 miles from the University of South Dakota and with most of the working force (other than farmers) working out of town, the town is definitely a bedroom community. This means there is little feeling for a strong cohesive community. Many neighbors do not know one another; nor do they have the time or desire to actively pursue a relationship. The transient population is an influence in the community because the county seat and welfare office is located in Elk Point. The economic atmosphere in the community is very poor; the downtown is comprised of very few businesses because of the severe competition of the larger cities and poor farm produce prices. Understanding all these local problems plus the societal problems eluded to before in this presentation, the crisis team still is determined to stay together. With the spark this team has ignited, there may be a chance to bring the community closer together.

If community people can become aware of the necessity for active communication (listening and caring), then suicides will be greatly reduced. If people in dire need of help can take advantage of a local counselor or a self-help phone number; if they have somewhere to look for healthy options other than suicide; then the crisis team approach was well worth the effort.

1. Handouts - 1. Media control
2. Mr. Bishop's suicide prevention
3. Overheads
4. Resources identified
5. One half inch video tape
6. Presentation agenda
7. Hand out on the process of organization

Sharman Pitcher, Sarah Rule, &
Joseph J. Stowitschek
Developmental Center for
Handicapped Persons
UMC 6800
Utah State University
Logan, UT 84322

Inservice Training via Telecommunications: Almost Like Being There

The provision of needed services to handicapped preschoolers in rural areas presents major challenges. One problem is the lack of trained personnel (Hutinger, Kutcher, Smith-Dickson, & Hanners, 1981). In many areas, there are no certified teachers for the handicapped preschool population. The teaching role often falls on persons with little or no training in special education. Similarly, although children may need the services of specialists such as speech therapists, physical therapists, and occupational therapists, there may be no available specialists in residence.

In an attempt to "make the best of it," experts may be called upon to travel to rural sites to provide training to local staff and perhaps services, such as evaluation, to handicapped children. Since travel to rural sites can often entail long distances, productive time is lost in travel and the costs are expensive. The result is often that site visits are made infrequently, hindering the amount of training and service that can be provided and limiting or preventing effective follow up. Therefore, staff skills remain undeveloped, and child progress is impeded.

The purpose of this paper is to describe training conducted with rural teachers of handicapped children by the staff of a federally-funded project, Hi Tech. The Project was awarded to the Outreach, Development, and Dissemination Division of the Developmental Center for Handicapped Persons, Utah State University, Logan, Utah. To train rural educators, staff used two-way audio-video telecommunications supported by more common forms of communication, including the telephone and electronic mail. Specifically, Project staff provided training and follow up using interactive television to the teaching staff of two preschools, one located in Ephraim, Utah, some 196 miles from the training site in Salt Lake City, and another one in Cedar City, Utah, located 331 miles from Salt Lake. The paper will describe three components of the project. The first component is the hardware or telecommunications equipment. This section will describe what equipment was necessary to permit simultaneous communication between the trainers and classroom staff. The second component is the "software" or the training provided to preschool staff. Since this is the critical component, it is the major focus of the paper. Evaluation is the third component. A description of observed changes in teacher and student performances coinciding with training will be presented.

Hardware

This section of the paper describes the equipment that was required to allow training staff in Salt Lake City to observe and talk to teachers and children in their classrooms in Cedar City and Ephraim via television, and,

simultaneously, for the teachers to see and talk to the trainers via television. The mountainous terrain of Utah is conducive to the use of a microwave signal transmission system. The State maintains a network of sites having the necessary equipment to receive and broadcast audio and video signals. These sites are in public buildings, such as on university campuses, but are not in preschool classrooms. Therefore, equipment was needed to send the signal directly into classrooms. For the Cedar City site, hardware was positioned in three places. The KUED public television studio in Salt Lake City, where trainers were located during transmission, was one. From there, the signal was sent to a permanent microwave transmission site located on the campus of Southern Utah State College. From the college, the signal was beamed approximately 2 miles to a 23 gigahertz microwave radio located on top of the Project Passage Preschool. The video signal from the preschool in Cedar City to the studios in Salt Lake City traveled back via the same pathway.

To transmit to and from the preschool in Ephraim, the signal was carried via the microwave system between the KUED studio to the permanent station on the Snow College campus. Buildings on the campus are connected with a cable system, so a modulator-demodulator was used to translate the signal from the microwave to a cable signal, which carried it to the preschool. The signal originating at the preschool was transmitted in the same manner to the studio in Salt Lake City.

The equipment necessary to produce the audio and video signals in the studio and in the classrooms was relatively simple. In Cedar City, two standard uni-directional microphones were connected to a microphone mixer. The audio signal travelled along the microwave pathway on a line separate from the video line. In Ephraim, a mobile microphone was used. The teacher attached the microphone to her clothing and could then move around the room.

The cameras and monitors varied from site to site. Both the KUED site and Ephraim sites used commercial, broadcast-quality cameras. However, in Cedar City, a consumer-quality, home video system was used, and the quality of the signal generated was more than adequate for training purposes. The two rural sites used standard television receivers.

Other forms of two-way interaction included electronic mail and teleconferences. When session agendas were in need of clarification, negotiation could be carried out through an electronic mail system, Special Net. Special Net is a large electronic database used mainly by people involved in the field of special education. The staff at Cedar City had access to a computer with a modem. The same was available to personnel at Utah State University. A message from the University could be sent from the computer to the database. The staff in Cedar City, at their convenience, would then access the database and retrieve the message. When they needed to respond, the procedure was reversed, and staff in Logan received information from Cedar City.

Group conferences were often held over the telephone. Speaker phones were attached to the telephones at each site. Several people could then share a telephone, and all parties could hear the conversation. This proved efficient when decisions involving input from more than one source needed to be made.

"Software"

The "software" part of the training system could be defined as the method used to deliver information. The traditional method for teaching over a telecommunications system is expository lectures (Chu and Schramm, 1968), primarily because it is easy to use conventional television, requiring only one-way transmission capabilities but permitting no interaction between trainer and trainee. With two-way communication extending into the trainees' classrooms, instructional approaches can vary. The trainee can ask questions. The trainer can observe as the trainee works and can provide performance feedback. The trainer can model for the trainee. Thus, two-way audio-video communication facilitates interactive instruction, which is virtually the same as having trainer and trainee in the same location. The "software" in this project included two methods of instruction (coincidental teaching and microsession teaching), a curriculum for handicapped children, the Let's Be Social program, and a planning procedure for determining training content. Examples of how Project trainers helped preschool teachers to use these methods and the program are given below.

Coincidental teaching. Coincidental teaching is the process of inserting short, individual instructional contacts into ongoing instructional settings. It was suited to the needs of a teacher in Cedar City, because two handicapped preschool students' shared goal was to become more interactive with other children. Project staff suggested that the teacher plan and include into regularly occurring activities opportunities which would promote interactions between this child and his classmates. One plan took place during an art activity where the children cut and colored pictures. To include coincidental instruction in social interaction into the art activity, it was decided that the teacher would assign another child to be in charge of crayons, scissors, and paper. The other students at the table were then required to ask the student-in-charge for the items. Thus, in one learning situation, cutting and coloring, the target child was to be taught to interact with other children in the group, since he couldn't complete the main assignment without asking for needed materials. The teacher's part was to casually observe the group, tell the child how to ask if he did not spontaneously request materials, and praise the children for interacting. Project staff observed the project teacher as she conducted sessions over a period of several weeks, gave her suggestions about her techniques, and helped her to extend the teaching to other situations.

Microsession. Microsessions are one-on-one teaching situations. A microsession incorporates systematic direct instruction tactics. An example of a typical microsession conducted at the Ephraim site illustrates the concept. The teacher had been working for some time to teach a child to write his name. The teacher and consultant from the Hi Tech staff designed a different lesson plan. The lesson began with a probe during which the teacher gave the child a paper with a box for each letter of the child's first name. Above each box, she had written the letters which the child would try to write inside the box. The probe began with the teacher directing the child to write his name in the boxes. She gave no other direction or prompt until the student had completed the probe.

The teacher then examined the probe and selected a letter for the child to practice. She would then model the letter for the student by writing it above the box. The student was then directed to write the letter inside the box. This procedure was repeated for a certain number of trials.

Upon completion of the lesson, the student returned to other activities. The teacher held the work up to the camera for the consultant's examination. They discussed the child's work and the teacher's fidelity in following the plan based on the consultant's observation of the session. While observing sessions, the trainer always recorded specific teacher behaviors based on the prearranged teaching plan. These data served as the basis for feedback about the teacher's behavior. Together, the teacher and trainer planned the next session. Their plans included teaching targets for the teacher as well as specific objectives for the child.

Let's Be Social. Let's Be Social is a program designed to teach low-interacting children motor and verbal responses to social encounters. There are 26 units, each intended to teach a different social skill. The lessons begin with teacher-directed group activities. Practice is made available through coincidental teaching, and, when possible, families are encouraged to participate.

In collaboration with Site staff, Project staff decided to use four of the 26 lessons during the course of training. Target children were selected on the basis of teacher nomination and observations of their interactions with peers and assessed. The site staff were then trained to use the lessons by having them: (a) read the "Teacher's Guide" for each lesson, (b) teach the lesson while the trainer observed via television, (c) discuss their teaching behaviors with the trainers after the session, and (d) repeat the instruction with suggested modification or proceed to a new lesson as warranted by the teacher's instructional techniques and the children's skill mastery.

Planning procedure. Sessions were planned initially by telephone. Some planning was conducted, as described above, over two-way television at the end of each session. In Cedar City, plans were confirmed when days elapsed between training by using electronic mail. The Project staff sent agendas for each session to Cedar City via Special Net. The staff in Cedar City accessed the database and retrieved the agendas at their convenience. They could make any necessary changes and send a reversed agenda to the trainers if necessary. A typical agenda is shown below:

1:30 Sharman will overview the agenda.
1:31 Discuss with Debbie Jensen the plan for coincidental teaching.
1:35 KUED will observe as Ben and Jeremy are taught coincidentally. There will be no feedback on this session. KUED will need to confer. Feedback will come on the next session.
1:50 Observe Debbie Davis teaching "Let's Start Talking" Day 4.
2:05 KUED confer
2:07 Kris will provide feedback to Debbie Davis.
2:10 KUED will discuss the feedback process with Kris.
2:15 Plan next session.
2:30 Off Air

Transfer of trainer role. As the training progressed, steps were taken to transfer the trainer's role to local personnel. Instead of the Project staff providing feedback to the teacher, the teacher's supervisor provided the feedback. Project staff then trained the supervisor to observe and give feedback using the observation-feedback alternations originally applied to teacher training. Thus, the role of teacher-trainer consultant could be passed to the site supervisor or to a knowledgeable colleague.

Evaluation

Information was collected regarding the "software's" effect on teacher and student performance. Evaluation of coincidental teaching took place at the Cedar City site. The participants were the teacher and two students. The overall objective of the sessions was to help the two children increase social interaction with their classmates. The teacher designed a lesson plan for each session, presented it to the Project staff, and carried it out. The Project staff observed and collected data during the transmission. Videotapes of both Project staff and the classroom were recorded for evaluation purposes.

Three variables were measured: (a) The number of target children's interactions in a 10-minute session; (b) teacher prompts to the target children; and (c) teacher praises for interacting. Training sessions were conducted. Data were collected before training began (pre), one month later (mid), and approximately one week later (post). Child interactions were defined as the target child's engaging in dialogue with a classmate either spontaneously or when prompted by a teacher and/or peer.

Both children interacted more during and after training than they had prior to training. The teacher prompted and praised each child for interacting after training occurred and continued to prompt and praise after training.

Evaluation of the Let's Be Social program was conducted at both sites. Two teachers were from Ephraim, and one teacher was from Cedar City. The sessions were taught in small-group settings of four to six children. In each group, there was one or two children who seldom engaged in social behaviors such as greeting peers, sharing, or engaging in conversation with classmates. Data were collected from videotapes of the 22 training sessions on teacher prompting and student responses. Prompts were defined as teacher cueing or requesting the student to wave or say hello or goodbye. Child responses were defined as a student's waving and/or saying hello or goodbye.

Increases in both teacher prompts and child responses were observed after training occurred. However, no changes or decreases were observed during training on the days selected for observation.

The microsessions were evaluated from video recordings of the training sessions at the Ephraim site. The teacher followed the lesson plan for the child developed by Project staff. The student's formation of the letters in his name improved during the training period.

Other Training

In Cedar City, the final two training sessions were devoted to using the two-way television to assist a special education teacher in providing language help to a child. The first session involved assessment of the student. Prior to the session, the therapist and teacher planned the procedure. During the session, the classroom teacher asked language assessment questions as the therapist observed via television. When the student responded, the therapist collected data. Following the initial assessment, the therapist explained and demonstrated procedures intended to increase the child's use of language.

A follow-up session was scheduled two weeks later. In the follow-up session, the therapist directly assessed the child on some assessment items. She said the child's name. When he looked at her on the television screen, she asked evaluation questions and recorded the child's answers. Her final report states that the child had "dramatically improved in overall language skills and appears to be using these skills functionally." Due to the absence of experimental analysis procedures, one cannot attribute this increase to the training. However, the fact that the teacher was able to learn procedures over television and the fact that the child would respond to the "television therapist" suggest the potential for future applications of the technology.

Summary and Conclusions

The telecommunications system seemed to provide a viable approach to providing interactive instruction and consultation to service providers in rural settings. While the data presented here are only suggestive, they indicate that interactive, televised classroom sessions can provide consultants with sufficient information to formulate individual training plans for rural teachers and that rural teachers can follow the plans. The data also suggest that the resultant procedures are effective in helping children to acquire skills.

It should be noted that few difficulties were incurred due to hardware malfunction. Only 4 of 58 scheduled training sessions had to be cancelled due to equipment failure. Had consultants or teachers attempted to travel to each others' sites for training, winter weather alone would have caused many more cancellations.

The results suggest that televised learning and training can allow professional colaboration necessary for the expansion of services in rural areas. Both staff and handicapped clients may benefit. Future applications of the technology will, hopefully, expand the training targets and procedures as well as the database necessary for more conclusive evaluation of the results.

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Gary L. Dannenbring and Frederick H. Krueger
Special Education Division
Arrowhead Area Education Agency
1235 5th Ave. South
Fort Dodge, IA 50501

THE ARROWHEAD STUDENT INFORMATION SYSTEM: MANAGING INFORMATION ON SPECIAL EDUCATION REFERRALS IN A RURAL ENVIRONMENT

The AEA Concept

Iowa reorganized its intermediate educational service units (between state and local school districts) from 99 county to 15 multi-county units in 1975. These regional, intermediate level service units are called Area Education Agencies (AEA's).

Iowa's AEA's have both regulatory and service roles. The basic premise for the agencies' existence is that a sound educational program should be available to all children. They contribute to that goal by offering programs and services that individual school districts might not be able to provide as efficiently, or at all. The AEA's were established to:

1. Provide an effective and economical means of identifying and serving children from birth to 21 years of age who require special education.
2. Provide a media center containing a lending library of print and non-print materials, a professional library, a curriculum laboratory, media production capability, and a means of delivering materials.
3. Provide other services such as inservice training for local school district employees, educational data processing, research, and demonstration projects and models.

The AEA's evolved to contain three major divisions: Special Education, Media Services and Educational Services. The Special Education Division comprises approximately 80% of the AEA's budget and employs the largest number of personnel. While some AEA's have programs of instructional services, all provide support services.

Special Education support personnel are employed by the AEA and assigned to local school districts, to assist them in identifying and evaluating handicapped students from birth to age 21. A team of AEA personnel, along with local school staff and parents, then determines the best plan for teaching each child, including what materials and techniques might be most effective. Members of the team may include such AEA staff members as a school psychologist, speech/language clinician, audiologist, school social worker, and special education consultant. Special Education Divisions also include a preschool department which has staff members specially trained to work with preschool handicapped children.

Arrowhead AEA covers an area of 5,000 square miles and includes 45 local districts with a public school enrollment of 28,000, non-public enrollment of 2,500, and approximately 10,000 preschool children. 3,165 children were identified as handicapped for the 1985 Federal count. Arrowhead AEA maintains a special education office in the county seat of each of the nine counties it serves. Working out of one of these offices, special education support personnel are assigned to local school districts on a student population basis. The number of support staff in a specific department (i.e., speech/language clinician), divided into the student population to be served, usually dictates the geographic area to be covered by a single individual. Individual allowance is made for sparsity and density of school populations, the department represented (speech, psychology, OT/PT, etc.), and particular concentrations of handicapped students.

Managing Referrals in a Rural Environment

Unless identified in a screening process, most student services begin with a referral from the regular classroom teacher. Managing the referral through the comprehensive evaluation process can be a logistical nightmare. Because of the large geographical area to be serviced, staff members assigned to a particular case may come from different offices, and are rarely in the school at the same time. Coordinating the evaluation, knowing when each staff member has completed their own portion of the evaluation, and setting up and conducting a staffing to determine an appropriate program for a student, are all things that require a good communication system.

Other Informational Needs

Gathering information needed at the federal, state, or local level also poses logistical problems in a rural environment. In addition to federal and state data requirements, AEA Supervisors need data specific to their own disciplines (psychology, school social work, etc.), as well as accurate information on the actual workloads of their staff. The Special Education Director, who is responsible for the overall quality of all of the special education programs in the area, requires a variety of reports. Finally, various kinds of data are often needed for research and program evaluation purposes. Thus, any information system must be flexible enough to cover these various needs for information, and allow this to be done over a large geographical area and a number of independent school districts.

General Design Considerations for an Information System

In designing an information system, a number of factors need to be considered. Obviously, the need for information by various people, which has already been mentioned, is of prime consideration. Sometimes, however, more information than necessary is kept in computer databases, simply because the technology allows it. In addition, the change to a computerized system often forces staff into making major changes in procedures they normally follow, methods of writing reports, etc. They often have to learn and use extensive lists of codes and adapt to new and complex computer forms. These are all problems that should be avoided, and have largely been avoided in the Arrowhead Student Information System (ASIS). Staff members communicate information by writing that information in ordinary English on the regular reports they

receive. Very few codes need to be learned by the staff members.

Probably one of the most important considerations is that the system be useful to all of the staff, not just administrators. The initial design of ASIS was to assist the staff members in the referral process. The first reports were designed for the staff; administrator reports were designed later. Further, much of the initial design and early modifications came from staff members rather than administrators. With such a procedure, staff members will feel some "ownership" of the system, will readily see the benefits of the system, and thus will use it. Probably one of the worst errors that can be made is to "force" an unwilling staff to use a new system of maintaining information. Such a system only results in unhappiness, frustration, or even outright hostility by the staff, and the data in the system may be incomplete and only marginally accurate.

Computer Personnel. The development of a system designed for the specific needs of an agency virtually requires the services of an "in-house" person for system design and programming. The alternatives, which might include the purchase of a commercial package, or hiring an outside consultant to develop the system, may result in a system which does not meet the needs of the educational agency, forces extensive changes in procedures, or may be difficult or slow to modify at a later date.

Because of the availability of high quality software development tools, the "in-house" individual who designs the system need not have an extensive background in programming (although some experience is probably necessary). In fact, it may be useful if that individual has a background in special education or some related area, which would make them more aware of the problems that need to be addressed by the system.

Hardware and Software. A major consideration in making hardware and software decisions is obviously financial. Since a large amount of money is often not available in local districts or intermediate-level educational agencies (especially in rural areas), the initial choice of hardware will often be a single-user microcomputer. In such a situation, the possibility of future expansion (perhaps to a network) needs to be considered.

Assuming that the system is to be developed in-house on a microcomputer, it is important that a good database software development package be used; examples would include KnowledgeMan™, R:Base™, and dBASE III.™ The advantage of this over programming in a language such as BASIC, Pascal, COBOL, etc., is the speed of system development, the ease of making later modifications, and the possibility that non-programmers may learn to use the system to develop their own ad-hoc reports.

At Arrowhead AEA, the initial ASIS system ran on a single IBM PC-XT™ computer. This has recently been expanded to a Novell Netware/SM™ network consisting of an IBM PC-AT™ computer as a non-dedicated file server and workstation, with several IBM PC-XT computers as additional workstations. The software was developed using the KnowledgeMan data management package. The data are accessed through procedures written in K-Man's programming language (a high-level structured language). All procedures are menu driven, simplifying the operator's task.

The system consists of a number of related databases. The "main" database contains basic information on the student which tends to remain fairly constant (name, demographic information, etc.). In addition, there are referral databases which contain information specific to a given referral. Records in these files are related to the main file through the Student ID number, so that information can be stored efficiently in a non-redundant fashion. Other related files include placement and programming data, school psychologist interventions, school social worker interventions, and preschool child change data. Through this design, discipline - specific information can easily be added and related to all of the information on the child.

ASIS Modules

Referral Management. The first module of the system that was developed, and the main focus of the system, is referral management. This section was designed to manage the referral from the time it is received at the AEA until the staffing is held. When the referral arrives, the information is entered by the computer operator, and a record of the case is printed by the computer, along with a summary of any previous referrals or work done on the student. This information goes to the Friday meeting of the referral management team (there are a total of 13 teams in eight of the Arrowhead AEA offices). Each team receives a complete list of all cases pending. Each staff member also receives two reports each week. One (a Case Manager report) lists all cases they are managing, including all other staff members assigned to the case and areas of evaluation that they have not yet completed. The second report lists all students for whom that staff member still has areas to evaluate, regardless of whether or not the person is managing the case.

Information is updated in the system simply by having the staff indicate any changes that have occurred (areas of evaluation completed, changes in staff assigned to a case, etc.) on the reports themselves, and return them to the computer operator. Thus, no special forms are needed, and all communication with the computer operator is in ordinary English.

Rather than tackle the complexities and difficulties of electronic communication with the satellite offices, all ASIS information is communicated with paper records. Each supervisor attends a Friday team meeting, taking with them new referral case records and team reports, and returning with all updated reports. The new information is entered into the computer over the weekend, new reports are printed for all staff members, and these are mailed to the offices early the next week. Thus, there is only a 2 - 3 working day lag between the time the updated reports are turned in, and the time the staff receive their new reports.

Program and Support Service Data. If a student is eligible for special education services, a record of those services is entered into the computer. Staff members providing regular support services for students receive a list of these students along with their weekly Case Manager reports.

Discipline - Specific Modules. Separate modules have been developed to keep basic information on psychological interventions, school social worker interventions, and pre-school data. In general, the procedure followed is to

maintain only the basic information on the database. Narrative information, such as a description of a psychological intervention, is kept only on word processing files and paper records, not as a part of ASIS.

Other Reports. Besides reports to the staff members, staff and their supervisors receive cumulative reports several times a year that summarize all work completed. Reports are also sent to secretaries, so that they will be aware of all of the different reports they will be receiving for typing. School principals receive regular reports on all cases not yet completed. Finally, various reports are provided for the Director of Special Education.

Summary and Conclusions

Prior to the implementation of a computerized referral management system, a great amount of time was spent by the Special Education staff trying to communicate information to each other on how they were progressing on a comprehensive evaluation. The Arrowhead Student Information System has enhanced the communication between staff members serving this rural area of Iowa. Less staff time is required to coordinate evaluations, share information and set up staffings. The staff members feel that they are more productive and able to devote more time to direct service of students. Because of the relational database design of the system, additional modules have been added to keep other information on the students. Finally, all of this information is available for a wide variety of reports needed for federal, state, and local data requirements, along with various research and program evaluation projects.

FOOTNOTES

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Leona L. Mote, Ed.D.
Jerome H. Morton, Ph.D.
Cindy Marshall
Little Tennessee Valley
Educational Cooperative
Rt. 9, Box 316
Lenoir City, Tennessee 37771

CAREER TRAINING: STRATEGIES FOR TRAINING DISADVANTAGED, RURAL YOUTH

"When I grow up, I want to be an astsronaut, or a police officer, or a doctor," These are commonly heard occupational aspirations of young children. They are unrealistic and are seldom based on any thought as to the individual's abilities, values or resources.

Research studies consistently show (Mote, 1981):
**Rural residence restricts occupational expectations.
**The lower the socioeconomic status a youth comes from, the higher the correlation is with low level occupational choices.
**A strong positive relationship exists between achievement level in high school and occupational choice.
**Females show a more limited range of occupational choices and lower occupational expectations than do males.

Rural and disadvantaged youth tend to make early job choices. Emphasis on the future may force a career decision before a person is developmentally able to make a wise choice. Early choices may then put a ceiling on the individual's aspirations and limit the range of career interest. Going into a job that is below one's capabilities is not satisfying. The temporary satisfaction a young person may derive from a first job, earning money and being independent may soon be overshadowed by the knowledge that the only job for which they qualifty is boring. Likewise a person who aspires to a career that is beyond his capabilities may feel frustrated when he cannot achieve his goals or guilty when he realizes he cannot measure up to his expectations.

Are high school students capable of making realistic occupational choices? We believe the answer to be yes, if students have objective information about themselves that they can use when making occupational choices. This information includes knowledge of one's abilities, interest, work values and physical and psychological characteristics.

The program was based on the following hypothesis. Occupational aspirations and expectations are lower for rural, female, economically disadvantaged, and handicapped youth than they are for other youth. Youth from these categories tend to have low self esteem, an external locus of control, a different work value orientation, an unrealistic attitude toward the world of work, and a lack of occupational information. They make lower grades in school and complete less years in high school and post-secondary education than their peers (Mote, 1982).

A program designed to alleviate these stresses was developed. The program was funded by the Job Training Partnership Act. It serves youth from the 3 high schools in Loudon County, Tennessee.

Loudon County is a rural county located south of Knoxville, Tennessee, with a population of less than 25,000. Although Knoxville is one of the larger metropolitan areas in the South and is easily accessible to this population; few choose to avail themselves of the educational or vocational opportunities located in Knoxville. This refusal to utilize resources in urban areas is a common trait in rural Appalachia.

The career training program has now been in place for three years and has been funded for the fourth year. It has served 170 (55 to 65 per year) students during this period. The majority of these students, 143, were Seniors and/or had been in school 12 or more years.

In order to participate in the program students had to meet certain requirements. These were:

1. Be certified as meeting one of the two criteria by Tennessee Employment Security:
   A. Students and/or their families were living on incomes below the current poverty level. (Family of 4 = $11,240).
   B. Students had a handicapping condition that would put them at a disadvantage in securing and/or keeping a job.
2. Be registered at one of the three high schools in the county and be enrolled in a vocational class at the Loudon County Vocational Center.
3. Be 16 years of age or older.
4. Be able to read at the fifth-sixth grade level.
5. Agree to attend and participate, to the best of their abilities, in the class sessions.
6. Agree to take all pre and post tests.

The delivery model used with the Career Training program included both individual and group sessions. Group sessions were scheduled for six groups of nine to ten students for a two hour session each week for thirty-six weeks. Individual sessions were of both a planned and an impromptu nature. Four planned individual conferences were scheduled for all students. Impromptu sessions were scheduled by the instructor, the psychologist or the students on an as needed basis.

All students were assessed during the first weeks of the program each year. A number of assessments were conducted. The assessments measured occupational information, realistic attitude toward work, work values, aptitudes,, locus of control, self concept, personality and occupational survival skills.

An Individual Career Training Plan and specific objectives for each student were made based upon these assessments and the intake interview. This plan was made during the first individual conference.

Each individual was expected to master specific competencies. The core competencies were divided into three areas: pre-employment, work maturity and basic education. The following are the core competencies used in the program.

Pre-employment Skills: The particpant will:

1. Participate in a self assessment.
2. Improve their Self Esteem.
3. Improve their Internal Control.
4. Explore, read, and learn about careers.
5. Use data from test in preparing career paths.
6. Identify 5 or more ways to locate information on jobs.
7. Use occupational information housed in classroom.
8. Complete an ICTP.
9. Name 5 occupations of interest to self.
10. Prepare a career path for 4 of these occupations.
11. Evaluate these occupations for self.
12. Verbalize one or two paths; their pros and cons based on personal values, goals, interests, and abilities.
13. Identify 10 skills which he/she possesses.
14. Read clock and keep work hours.
15. Figure weekly earnings.
16. Read a pay check stub.
17. Make out a check.
18. Cash a pay check.
19. Fill out W-4 form.
20. Identify fringe benefits and their financial value.
21. Fill out 3 applicaiton blanks.
22. Write a letter applying for a job.
23. Prepare a qualification brief.
24. Make an appointment for an interview, simulated.
25. Hold simulated job interview.
26. Identify 5 methods for locating employers.
27. Identify and list 5 employers in this area for people in your career field.
28. Contact 2 "real" employers for job interviews.
29. Hold 2 "real" interviews.
30. List and discuss 10 reasons why people "get hired."
31. List 10 reasons why people "get fired" from jobs.
32. Show an increased knowledge of the world of work and occupational information.
33. Be able to identify 3-5 occupations showing a declining employment rate.
34. Identify 3 or more public and government agencies that help employers with work related problems.
35. Be able to identify 3-5 occupations which are showing increased employment.
36. Be able to identify 3-5 occupations showing a declining

employment rate.
37. Can discuss the role of the JTPA on our labor market and economy.
38. Have a knowledge of labor unions and their role in the United State.
39. Identify 5 or more local employers of persons in your field career.
40. Explore "why people work."
41. Verbalize ways in which work affects lifestyle.
42. Identify decision making strategies.
43. Be able to verbally use decision making strategies.
44. Apply decison making strategies to work problems.

Work Maturity

1. Be able to understand the importance of having and using effective oral communications in the work place.
2. Be able to understand the importance of having and using effective writing skills in the work place.
3. Be able to interpret body language and its effect on listener and/or communicator.
4. Show good attendance and punctual behaviors.
5. Understands the importance of and demonstrates the ability to manage time and materials effectively.
6. Understand the importance of having and using basic arithmetic skills in the work force.
7. Be able to work cooperatively in classes.
8. Have the health; physical, mental, and emotional, required for persons in his career area.
9. Demonstrate an understanding of the importance of maintaining an acceptable level of personal hygiene.
10. Be able to work without close or constant supervision.
11. Be able to understand the importance of and can demonstrate the ability to follow instructions.
12. Understand the importance of and can demonstrate the ability to use safety regulations.
13. Understand the importance of and can demonstrate the ability to cooperate with peers and sinstructors.
14. Understand the importance of and can demonstrate the ability to use the materials, equipment and information for his career (high school or entry level skill).
15. Be able to define his strengths and weakness as to work in a general sense and in a particular career.
16. Understand the importance of knowing what is expected (normal operating procedures) of him and demonstrates this knowledge.
17. Understand the importance of and demonstrates the ability to be loyal to a group or organization.
18. Understand the importance of and demonstrates the ability to make independent decisions.

19. Understand the importance of and demonstrates the ability to function within an organization.
20. Understand the importance of and demonstrate the ability to organize the work activities of others.
21. Understand the importance of and demonstrates the ability to use his initiative and imagination in work related situations.
22. Understand the importance of and demonstrates the ability to work under tension and pressure and cope with conflict.
23. Demonstrate the ability to adapt to varying work situations.

Basic Education

1. Make progress toward and/or complete requirements for a high school diploma, certificate and/or G.E.D.
2. Be able to list secondary training opportunities in East Tennessee.
3. Be able to identify training and/or education needed in their career field.
4. Be able to relate the importance of education and training to personal career goals.
5. Be able to list the positive and negative aspects, from a personal standpoint, of pursuing furthur education.

The curriculum was based on these competencies. Students were allowed to move through the training on an individual basis. For example, if a student completed his applications before the class was over, he could move on to other competencies or use the resource room. The resource room contains a wide variety of occupational information and was open throughout the year. The following is the curriculum outline used in the program.

Week 1 (3 Hours)
Certification.
Overview of JTPP.
Week 2 (2 Hours)
Group Assessment: Hall (1971), Profile, Self Concept (Rosenberg) Locus of Control (Rotter,1966), & Occupational Survival Skills.
Week 3 (5 Hours)
Group Assessment: ASVAB (1978), Career Maturity Inventory (Crites).
Week 4 (2 Hours)
"How to Relate Needs, Interest, and Apptitudes to Jobs" (Career), 3 Filmstrips and Worksheets.
Week 5 (2 Hours)
Interpretation of Assessments, Individual Career Training Plan.
Week 6 (2 Hours)
Using Printed Occupational Information, Career Paths.
Week 7 (2 Hours)
Career Paths.
Week 8 (2 Hours)

The Workbook (Farr, 1983): Employer Expectation. Data Trak.

Week 9 (2 Hours)
The Workbook : Applications.

Week 10 (2 Hours)
The Workbook : Applications. Want Ads, Agencies.

Week 10 (3 Hours)
Proficiency Studython.

Week 11 (2 Hours)
The Workbook . Resumes.

Week 12 (3 Hours)
Career Day.

Week 13 (2 Hours)
Time Cards & Paychecks (McDonel, 1981).

Week 14 (2 Hours)
Labor Union, Economics of Capitalism, JTPA, Fringe Benefits.

Week 15 (2 Hours)
Decision Making.

Week 16 (2 Hours)
Communications: Verbal & Body.

Week 17 (2 Hours)
Communications: Written & Listening.

Week 18 (2 Hours)
Interviewing.

Week 19 (2 Hours)
Interviewing.

Week 20 (2 Hours)
On-the-Job Survival Skills (Como, 1983): Motivation, Initiative, Adaptive.

Week 21 (2 Hours)
On-the-Job Survival Skills : Punctuality, Reliability, Dependability, Responsibility.

Week 22 (2 Hours)
On-the-Job Survival Skills : Working in Organizations, Accepting Authority, Health & Safety.

Week 23 (2 Hours)
On-the-Job Survival Skills : Personal Hygiene, Personal Relations, Honesty.

Week 24 (2 Hours)
"Me and Jobs" (Hooker, 1984). Film Strips and Workbook.

Week 25 (2 Hours)
"Me and Jobs". Film Strips and Workbook.

Week 26 (2 Hours)
Job Search Education (Kimeldorf, 1985): What Am I Worth? Exploring What's Out There.

Week 27 (2 Hours)
Job Search Education : The Campaign.

Week 28 (2 Hours)
Job Search Education : My Campaign. Networking. JIST Cards.

Week 29 (2 Hours)
Studython For Proficiency.

Week 30 (2 Hours)
Get Hired (Anema, 1978): Group Interaction, Plays, Buzz Groups.
Week 31 (2 Hours)
Get Hired . (Continued)
Week 32 (2 Hours)
Don't Get Fired Anema, 1979): Group Interaction, Plays, Buzz Groups.
Week 33 (2 Hours)
Don't Get Fired.
Week 34 (2 Hours)
Post Testing.
Week 35 (2 Hours)
Post Testing.
Week 36 (2 Hours)
Progressing On the Job.

This schedule does not reflect individual conferences, and field trips.

These educational services will also be provided in the training:

1. Profiles will be prepared for each participant. These profiles will include test scores, stated job interest and educational plans. These profiles will be used in making the Individual Career Training Plan. Profiles wll be made during August and September for each student.
2. The instructor will write an Individual Career Training Plan for each student during the first 3 months of the program. This plan will be based on assessed aptitudes, skills and interest; conferences with teachers, and conferences with each individual participant.
3. All tests administered to the students will be interpreted to the students before the profiles and ICTP's are completed. The profile will be filled out by each student. The Job Training Plan will be written with the student during individual conferences. Students will become more knowledgeable and realistic about themselves.
4. A resource room containing occupational information will be available throughout the year for use by individuals or groups of students.
5. Simulated and real work activities will be a major portion of each class period. Behaviors will be defined, analyzed and discussed.
6. Parents, teachers, school administrators, local employers and employees will be encouraged to participate in the training.
7. Specialized instructions in specific areas will be offered to small groups or individuals on an as-needed basis.
8. Students will be taught responsible work habits.
9. Students' records will be maintained in an accurate and confidential manner.
10. Evaluation of the program will be maintained through recording of the accomplishments of each student on his Career Training Plan.

Records were maintained on each student. These records were kept on the Career Training Plans and the Student Profile. Objectives and competencies were checked off as attained. The students were evaluated by the career training instructor, the vocational instructor and the employer on a monthly basis. These evaluations were kept in the student's files. Any evaluation carrying a rating of less than satisfactory was cause for an individual conference.

The research component of the training program was multifaceted. It included pre and post testing and follow up contacts at 90 and 180 days after exit. In addition, during the first year, comparisons with a control group in an adjacent county were made.

Several of the assessments were given at entrance and exit from the program. Assessments at entrance revealed a low self esteem, an external locus of control, a work value orientation very different from the national norm; a lack of occupational information; an unrealistic attitude toward the world of work; and a very low achievement level in high school.

The Armed Forces Vocational Aptitude Battery (1978) was administered to the students in September of each year. Our students scored significantly below the national average. Less than 20% of our students have had scores high enough for entrance into the military service.

The students were given the Career Maturity Inventory (Crites, 1978) in September and May of each year. This inventory was used to assess the participants knowledge of career information and realistic attitude toward work. In the Fall all scores were below the thirtieth percentile while in the Spring the mean scores had jumped to the seventieth percentile. This is over a thirty percent increase.

Rosenberg's (1979) Self Esteem Scale was administered in the Fall and Spring of each year. The scale measures a person's feeling about himself. Scores may range from a low of 1.00 to a high of 4.00. In September our mean score was 2.09. In May this score jumped 38% to 3.63.

Rotter's (1966) I-E Locus of Control Scale was administered at entrance and exit from the program. Scores may range from .001 to .999. The higher scores represent external control. Our students' mean score in September was .676. External control is associated with helplessness; it engenders "Why bother to try" feelings. The mean score for our students in May was .363. This reflects a much more internalized control; an "I am in control" feeling.

Hall's (1971) Occupational Orientation Inventory was administered to the students in September of each year. The highest work values desired by our group of students were: "Belongingness, Avoidance of Risk, and Make Money".This is not surprising considering the psychological and economic background of our population. But, it is unusual. A normative group of young adults would be more apt to value "Creativity, Personal Satisfaction, or Self Actualization".

The achievement level for our students is very low. During the three years

our program has been in place 33% (56 students), had failed to pass the Tennessee High School Proficiency Test. In Tennessee, a student must pass this test in order to receive a high school diploma. A student has 5 chances in high school to pass this test, two of these testings are during the twelth grade. After our tutorial sessions, 45 of these students passed the proficiency. Five of the remaining eleven took and passed the GED Test. This left only 3% (6) of our students who have not graduated from high school or received a GED.

Follow up contacts on participants during the first two years at 90 and 180 days revealed that 68% of these students had retained their initial jobs; or moved up to better positions. Follow up contacts, one year after exit, revealed that the first participants enjoyed an even higher rate of employment. Eighty-six percent of the participants were now employed. This jump, we believe, can best be explained by the students' knowledge of how to acquire a job.

Follow up on the third year participants will again be conducted in September, 1986 and January, 1987. Data at exit for these participants revealed 83% placement. The form used for follow up contacts will be available at the presentation.

The data on the control group was of a different nature. Twenty percent dropped out of school during the year, and another 10% who had failed to meet graduation requirements told us they would not return to school in the Fall. Only 6% had jobs which they would begin immediately after graduation. This was not surprising considering that slightly less than 40% had ever filled out a job application. Ninety and 180 day contacts revealed less than 18% employment for this group.

Our hypothesis was proved; but, after three years we believe that we have shown that it need not be so. When provided with a supportive environment these youth also grow in self esteem and knowledge, come to believe in their own powers and begin to look at the world in a more realistic manner. The poverty cycle has been broken for these students. They are now productive citizens.

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Gail Lincoln
Parent; Coordinator
MSRRC Advisory Bd.
Rt. 2, Box 214
Morehead, KY 40351

THE NEW FRIENDS DOLLS PROGRAM:

A "FUN" WAY TO LEARN ABOUT HUMAN DIFFERENCES IN THE CLASSROOM

A major component of Public Law 94-142, The Education for All Handicapped Children Act, is the right for every child to receive a free and appropriate education in the least restrictive environment. Dismal experience and several research studies have taught us that simply placing a disabled child in a "regular" classroom does not guarantee acceptance or positive social interaction. Careful planning and preparation to facilitate "successful" mainstreaming are necessary. Young non-disabled children need to be taught about human differences and about appropriate responses to them.

One of the ways we teach about individual human differences in the six elementary schools of rural Rowan County, KY (located in a mountainous area of northeastern Kentucky), is through the New Friends Program, also sometimes called the New Friends Dolls Program. In Kentucky the New Friends Program is generally introduced as a voluntary element of a larger program called the KY Individualized Kindergarten Program (KIK). Local school districts submit proposals to the KY Office of Education for Exceptional Children if they wish to participate in KIK. Each year several more KIK sites are added to those already in existence. KIK provides on-going technical assistance and support, staff and parent education opportunities, and some tangible resources to assist in facilitating the successful mainstreaming of disabled students in their local kindergarten classroom.

If the local school district is interested, KIK will provide written materials and some technical assistance for the establishment of a new Friends Program. No money or manpower is provided. The written material consists of a manual, doll pattern and some hand-out material developed by the Chapel Hill Training Outreach Project at Chapel Hill, NC. Although the Chapel Hill Training Outreach Project is no longer funded, it is still possible to order and purchase these excellent materials (see brochure in handout packet). As part of your handout material today, you are being provided with a New Friends manual and a doll pattern courtesy of the KY Office of Education for Exceptional Children. Maggie Chiarra and Betty Bright of OEEC administer our Project KIK program and Maggie made all the arrangements for the above materials. Both Maggie and Betty are excellent resource persons for New Friends Programs.

Your packet of materials also includes items provided by Judy DeSalvo of New Perceptions in Northern Kentucky. Also a parent, Judy has been closely involved with a very successful four-year old New Friends Program operated by the Exceptional Child Committee of the Parent Teacher Association (PTA) in her area. We will discuss their program somewhat later today. The hand-out packet has been reproduced and sent across the country to Western Washington by the Mid-South Regional Resource Center, directed by Dr. Robert Sterrett, for which I serve on the Advisory Committee.

Why did the local school system and a cadre of volunteers in Rowan County, KY, decide to establish a New Friends Program? The primary reasons are as follows:

1. The New Friends Program met our desire to teach about human differences in a fun, interesting and understandable manner. The whole community seemed excited about these dolls; students and teachers alike were anxious for them to come to their classrooms.
2. The New Friends Program is low-cost and extremely flexible. The low-cost aspect is of utmost importance in a rural area where even service organizations, if there are any, have very little money to contribute.

I believe that the low-cost and flexibility are what make the New Friends Program more ideally suited to rural areas than the Kids on the Block Program. Kids on the Block utilizes puppets which are purchased for as much as $600 per puppet from Kids on the Block in Washington, D.C. All scripts for these puppets are copyrighted. We have two very excellent Kids on the Block Programs in two of our major urban areas of Kentucky: Lexington and Louisville.

Presently in Rowan County, KY, Kids on the Block would be cost prohibitive. To illustrate the difference, during the first year of our New Friends Program, we made 23 beautiful dolls with differences, gave 116 presentations in the six elementary schools, and gave appropriate hand-out materials to each child in every classroom where the skits were presented for a total of just under $300.00. I will mention more about how we accomplished this later when we discuss making the dolls.

Flexibility is critical to a program facilitating mainstreaming in a rural area. Given the tremendous seamstress skill of many rural individuals, the dolls can be made to demonstrate any variety of human differences. Racial origin can be varied (the material comes in dark brown, off-yellow, and off-white). Physical features can be varied to an almost infinite degree, appliances and protheses, such as teeth and head gear or artificial eyes, can be added. Scripts can be developed to meet specific needs: for instance, we have a script presented each year by our school nurse about how to prevent or cure head lice. We interpret "human differences" in the widest possible sense, and have even had skits on good grooming and etiquette (written by a University Associate Professor and presented by a Girl Scout Troup).

In Rowan County we viewed development of a New Friends Program as a four-step process:

1. Making the dolls.
2. Developing the skits and preparing the volunteer presenters.
3. Presenting the dolls in the classrooms.
4. Follow-up activities.

Please note that the volunteers included in each step of this process may not always be the same. Many of our dolls were made by the Sharkey Homemakers Group, which is sponsored by the County Extension Agency (this group, incidentally, received a statewide award for community involvement due to their participation in this project). A mother of non-disabled children, Morehead State University Student Council for Exceptional Children (SCEC) students, and others also helped to make the dolls. With the exception of the SCEC students, most of these people did not choose to give doll skits in front of classrooms. However, during each phase of the program much informal discussion about human differences occurs and much is shared and learned by the volunteers themselves.

In Rowan County, KY, we organized our New Friends Program as follows. It was coordinated by a parent volunteer, myself, with the assistance of our school district special education coordinator. We recruited volunteers by word-of-mouth and public invitation to "join us." We met three times in three consecutive weeks at the sewing room of the local university to construct the initial 23 dolls (three dolls for each of the seven Kindergarten classrooms and two for demonstration purposes). The stuffing, clothing and appliances for the dolls were donated by various individuals, companies, and agencies, and all other materials for the doll construction were paid for by a low-key "adopt-a-doll" fund-raising effort. Some of the work on the dolls, such as embroidering the faces, was done at home between sessions.

After the dolls were constructed, we then held six preparation sessions for skit writers and presenters. Judy DeSalvo was the featured speaker at the first preparation session. The Kindergarten teachers were consulted regarding the names for the dolls for their classrooms (we did not want to give any doll the same name as a child in the class) and regarding the "differences" they felt were needed in their class. For instance, one Kindergarten class included two boys with spina bifida. The doll was a girl with leg braces and a wheelchair and a shunt threaded under the "skin." "Tracks" were also sewn on the doll's back. In the skit, the doll's interests and homelife were very unlike that of the two boys. The doll was an "individual" just as the two boys were: they both happened to have a similar physical difference. The skit, incidentally, was presented by the boy's physical therapist who was associated with the local hospital, and the boys' mothers helped to modify the doll and both attended the presentation. They were very pleased with the increased understanding the doll helped promote and the boys were very anxious for the doll to enter their class.

Each of the three dolls for each school was presented in as many classrooms of that school as manpower would allow. It was found that the most penetrating questions were asked by the fifth graders and that the boys were just as interested as the girls. Keeping everyone's attention was never a problem. Even the classroom teachers, who did not usually actively participate, often commented that they now better understood the needs of the disabled children in their classrooms. After a doll had been presented to as many of the higher grades as possible, it was presented to that school's Kindergarten classroom and allowed to remain there for the remainder of the school year. This promoted a process of "de-sensitization" whereby the children became accustomed to the fact that Cari, with the leg braces, for example, may have difficulty with a running game and, with the teacher's assistance, they would learn to find ways that Cari could participate. The dolls were also useful in the housekeeping area of each classroom: extra clothing was provided for each doll and this gave the children experience in dressing and undressing the dolls.

Each classroom included at least one doll of a racial origin other than Caucasion. Generally this meant a Black doll as many children in our area have never had the opportunity to meet a Black person. Every doll had one or more "differences" unrelated to racial origin. "Differences" were always secondary to the doll's interests and personal activities/experiences.

At the end of each classroom presentation, the doll "gave" the children something appropriate: e.g. braille cards, a sheet illustrating the manual alphabet, or a coloring book (if that was an interest of the doll's), and so forth. This "gift" was meant to illustrate in a concrete way that disabled

people can give as well as receive.

Follow-up activities generally depended upon the time and commitment of the presenter. One presenter, a former special education teacher who currently was at home with four young non-disabled children of her own, had enrolled her doll in a book-of-the month club. So each month she came back to the class to bring a new book and to pick up the old one. Generally the books were about differently abled children. She only spent about five or ten minutes in the classroom on her follow-up visits, but they left a very large impact and were eagerly awaited.

That is how we initially structured our New Friends Program in Rowan County, KY. We expand or contract our program each year on the basis of the volunteer help available. In Northern Kentucky, the program is run by the Exceptional Child Committee of the Parent Teacher Organization (PTA) and it is consistently a very substantial program. Over the past four years, they have given presentations to 12,000 children in an eight county region. They have received a statewide PTA award for their program. According to Judy DeSalvo, their most popular doll is Timmy with Downes Syndrome. The children like him the best, Judy says, because his parents are divorced and this often leads to discussions afterward about divorce.

An interesting "difference" in the Northern Kentucky program is that only parents of non-disabled children are permitted to be presenters. The rationale for this is twofold: (1) to include community people who otherwise would not be involved and; (2) because parents of disabled children may be "too sensitive," especially in their reactions to some of the questions that are asked. The reason for participating in the Northern Kentucky program is stated simply: "Parents don't want their kids to be made fun of, and they don't want them to make fun of others."

The remainder of the New Friends presentation will be devoted to introducing several "sample" dolls and to giving a skit about Cathy, a New Friends Doll who, like the presenter's daughter, has two artificial eyes and is thus totally blind. It is possible that a skit regarding a doll who has diabetes will also be presented.

Questions will be answered regarding construction, clothing, and appliances for the dolls, and also regarding skit construction. Media coverage and Rowan County's sharing activities with new New Friends sites in other counties of KY, as well as other states, will also be covered.

SCRIPT DEVELOPMENT

With the significant increase in the number of youngsters with disabling conditions who are being mainstreamed with non-disabled peers, there is a growing awareness of the need for effective communication which will dispel myths and sterotypes usually associated with various disabilities.

Designed by the Chapel Hill Outreach Training Project to be used with pre-school, kindergarten and first grade students, many other uses for New Friends have been identified.

There are three major components of this Project - making a doll with a disability, script development and mainstreaming activities that can be integrated in existing classroom curriculum.

The following script development format has evolved from Riverside-Good Counsel, Inc. workshop experiences. Our goal is to help children understand and accept individuals differences. Using the following format for script development has helped all of us to examine our own attitudes about developmental disabilities. Doll personalities and uses for the dolls can be individualized.

First, we develop the doll's personality - boy, girl, single parent, brothers, sisters, likes, dislikes, activities, i.e., jumps rope. PERSONALITY CHARACTERISTICS WHICH EMPHASIS THE SAMENESS AND SIMILARIES TO OTHER CHILDREN ARE CHOSEN.

Secondly, we introduce the disability. Reviewing the personality characteristics, activities are adapted to the disability. This format prevents us from saying, "she's in a wheelchair, therefore, she can't jump rope." Instead we are directed to modify the dolls participation to become a "rope turner".

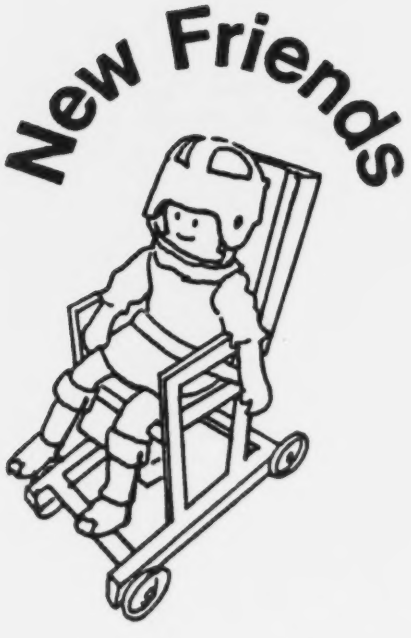
Explanations should be simple. Remember pre-schoolers think in the concrete. Observable differences are the easiest to explain. Specialized equipment can be demonstrated and given to the children for examination and questions. Watch the labeling, diagnostic labels should be used selectively.

Factual information is given not opinions, i.e., "Kids like this are very special." While well intended, these statements are not helpful in understanding disabilities. In terms of relating to a "special child" none of us have fond memories of the "teacher's pet" or of being one. "Special" describing a disability isn't honest. Unless, of course, you or I want to be mentally retarded or hydrocephalic. Each disability is researched to make sure we do not perpetuate myths, i.e., Kids with Downs Syndrome are always happy. OUR PURPOSE IS TO DEVELOP EMPATHY NOT SYMPATHY.

Third, believing that differences in people are to be valued, we examine the doll's personality, disability and script to determine a strength that can be highlighted. Preferably, one that is directly related to the disability.

Based on a review of the above format and intended use for the doll, the script is reviewed and evaluated by the group.

RIVERSIDE-GOOD COUNSEL, INC.



Guidelines for Answering Children's Questions

The introduction of dolls with varied and unique characteristics will create questions and generate feelings that the classroom teacher can handle in ways that will provide the child with needed information and/or dispel unwarranted fears.

Children ask some questions to receive information. Other questions may be directed at alleviating uncomforable feelings. The wise teacher will recognize that every question has some feeling attached to it. Sensitivity to the child's need for information and reassurance will enable the teacher to respond in ways that will keep the channel of communication open. All people like to feel understood. Addressing both content and feeling will accomplish this important task.

"Listening with the third ear" has been described as the skill of comprehending hidden thoughts and feelings through intuition and attending to the small clues or signals the child gives out. The facial expressions, the body language, the tone of voice, the speed of speech, the time and place of questions can all give the teacher a clue to the meaning behind the question.

Since children this age have only beginning skills at verbalizing thoughts and feelings, this skill is especially important for teachers of the young child. The child asks, "Who made the doll with one leg?," or "What happens to children who push others away when they don't like to see them?," seems to be wanting simple information. However, the sensitive teacher will listen for clues to deeper concerns, such as, "Could this happen to me?," or "Are emotionally disturbed children punished for being bad?"

Because adults are not always aware of the child's perception or reactions, there may frequently be misunderstandings or miscommunication in terms of what the child is asking. The sensitive teacher, however, will show respect for the child's concerns. Such an approach will permit the child to ask again, with the knowledge that the questions are heard and addressed. A climate of openness is the goal of the teacher-child interaction that will eventually provide the child with the information or assurance needed.

The teacher may elict some unexpressed questions or feelings by saying, "Some children wonder if they might also lose their legs when they get to a certain age." Such a "trial balloon" will merely go by if it doesn't fit. If such a question does tap the child's concerns, the teacher can then discuss it further. If that "balloon" doesn't fly, send up others.

Labeling or identifying children's reactions can often give them a means by which to express themselves. Children must first know what they are experiencing before they can respond to their own feelings. "You seem curious about the doll's eyes," "You seem happy giving the doll a big hug," "You seem worried about the doll's bandages," can all help the child know his/her reactions.

Although each teacher will answer questions with his/her own style, the following guidelines may help enhance teacher-child communication around the child's questions and responses.

1. Be brief and factual. Children absorb information in small doses.
2. Give your undivided attention, if possible, so you can observe the child's response.
3. Show your interest in the question or comment by your animation.
4. Use simple concrete words or metaphors the child understands (for example: "Hearing for Pam is like listening to someone whisper.").
5. Remember that the attitude you convey during your discussion is as important as the content you give.
6. Be respectful of the child's questions or comments. Laughing, shaming, or interrupting may discourage more questions.
7. Avoid arguments or dogmatic statements. Simply state what you know or think.
8. Be emphatic. Try to understand and identify with the child's concerns.
9. Be congruent. Be sure your content and attitude are consistent. Laughing at a child's clever, though rude, remark as you reprimand him/her gives a mixed message.
10. Reflect on the underlying thoughts and feelings as well as the content of the child's questions.

Finally, teachers should recognize that the development of knowledge and empathy are the reasons for introducing the notion of differences to young children. Empathy is a skill that can be learned. It can be enhanced by information and learned by modeling. A caring teacher can supply both knowledge and a model. Research has also shown that people who experience the strongest degree of empathy are the ones most willing to help others.

Empathy can be taught by the teacher modeling an understanding and respect for the child's questions, and by pointing out to children the effect of their behavior on others--especially the feelings of others. As a part of explaining the consequences of the child's acts on others, it is important to include the description of the needs or desires of others whenever it seems appropriate ("Johnny wants to play with you, but may feel left out when he can't keep up with your running. Could you play a different game with him?").

In summary, the teacher has a regular and ongoing opportunity to help the young child understand and experience differences. Through knowlege of how the child thinks and learns, the teacher can structure activities, give information, model empathetic behavior, answer questions, and teach the new skills that will assist the young child in relating to others throughout life.

CONSIDERATIONS FOR REVIEWING CHILDREN'S BOOKS ABOUT INDIVIDUALS WITH SPECIAL NEEDS

DOES THE BOOK DEAL WITH THE WHOLE PERSON OR JUST THE DISABILITY?

IS THE INDIVIDUAL SHOWN AS A CAPABLE PERSON WITH STRENGTHS AS WELL AS NEEDS?

DOES THE BOOK FOSTER POSITIVE ATTITUDES TOWARDS OTHERS?

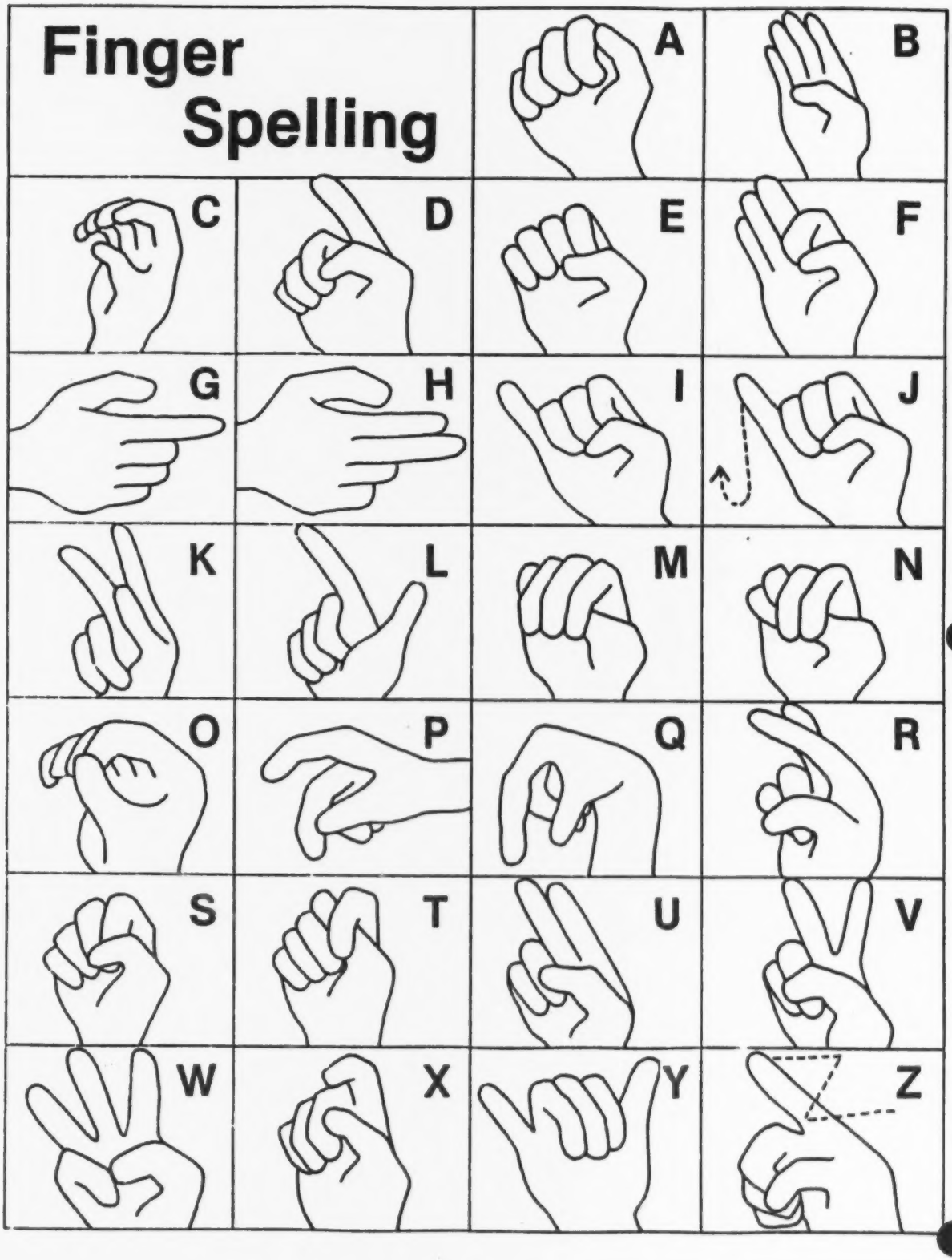
DOES THE BOOK UNDERSCORE SIMILARITIES AS WELL AS SHOW DIFFERENCES?

DO THE PICTURES/GRAPHICS ENHANCE AND CLARIFY THE TEXT?

DOES THE BOOK RAISE QUESTIONS THAT ARE GOOD FOR DISCUSSIONS?

CAN A NON-READER UNDERSTAND THE BOOK BY LOOKING AT THE PICTURES?

CAN YOUNG READERS READ THE BOOK THEMSELVES OR IS IT NECESSARY TO HAVE AN ADULT READER?


Finger Spelling
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Making *New Friends* Dolls

CHAPEL HILL TRAINING OUTREACH PROJECT

Making a *New Friends* doll can be a very creative and satisfying experience. The basic muslin doll can be made easily and inexpensively in a few hours. The "finishing" touches allow for a person to be creative, as well as resourceful. The important thing to remember is to let your imagination wander as you walk through the dime or hardware store. A piece of metal weather stripping or a section of metal tubing may become an excellent brace.

The following are only meant to give suggestions. We really encourage you to "do your own thing." After giving *New Friends* workshops for over a year, it has become clear to staff that the possibility for creative ideas is endless.

Classroom teachers make and use the dolls in many ways. For example, some make a "generic" set of dolls to teach about individual differences, and others find it helpful to create a doll modeled after a child in their classroom. However, when a doll models a child, it is important to consult with the child and his/her parents on how much information is appropriate to share with the other children. Having the parent involved from the beginning is crucial.

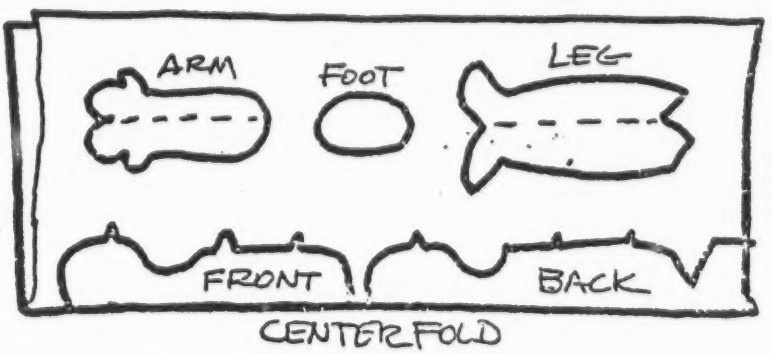
A *New Friends* doll-making workshop can be a wonderful opportunity for the parents of *all* the children to work together toward the common goal of mainstreaming. As parents are cutting, stuffing, or designing dolls, they will have an opportunity to establish rapport with each other and share information. The ideas and suggestions generated from the parent group can become integral parts of the mainstreaming process.

Materials Needed:

1⅓ yards fabric (muslin, broadcloth, etc.)
Thread Yarn (for hair): ½ to 1 skein per doll
Stuffing suggestions: polyfill, cotton, stockings, cut up yarn or cut up fabric

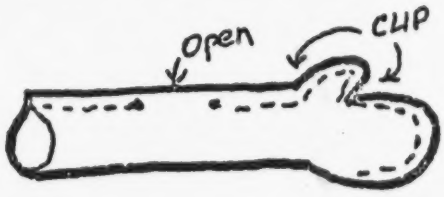
To Cut Pattern:

Fold fabric in half, bringing selvage sides together. Place front and back pattern pieces on center fold line. Place arm, leg, and foot pattern pieces on fabric. Pin and cut through both pieces of fabric. *Do not* cut center fold on back and front pieces.



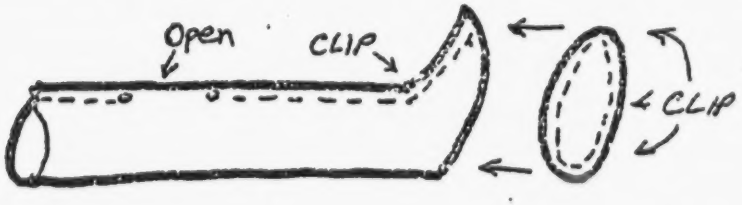
To Sew Dolls

Arms: Fold arm pattern piece lengthwise. Sew 3/8-inch seam along dotted line of arm, leaving seam open between dots.



Clip seams to stitching at thumb and wrist. turn inside out. Repeat for other arm.

Legs: Fold leg piece at center. Sew 3/8-inch seam along length of leg at dotted line, leaving seam open between dots. Clip to stitch line at ankle. Repeat for other leg.

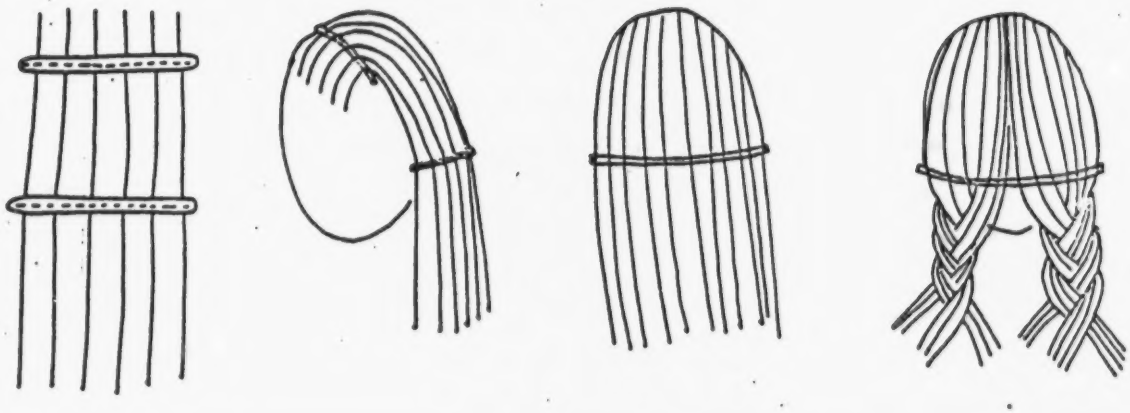


Foot: Match ► on foot piece to leg opening; sew foot to leg. Clip around foot to stiching line. Turn inside out.

Body: Sew 3/8-inch darts on back pattern piece.

Lay back of doll on table, wrong side down. Place arms at shoulders matching the ►. Seam on arm should be facing down.

Place legs at hips, leaving 3/8-inch between leg and side of doll, matching ► as shown in diagram. Seam on legs should be facing upward.



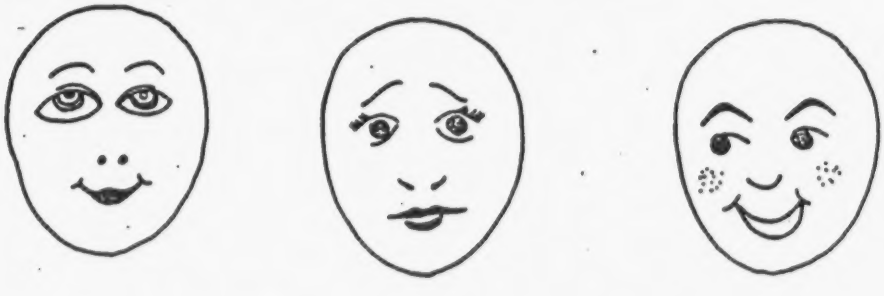
Braids: One skein of yarn is laid flat on a piece of two/three-inch wide bias tape. The hair can be sewn by machine to the tape, and the tape is hand stitched to the head, making a center part.

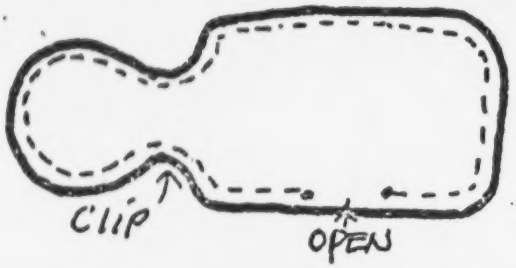
The hair is gathered forward to put in ponytails or braids. Glue well. The hair can be held to the hairline with glue, and bangs can be added with glue, as well.

Alternate materials are acrylic fur, wigs, and bath mats.

Faces

Below are some sample faces which can be embroidered or painted on the completed doll.





Place front section of doll on top of back section (all the arms and legs will be "enclosed" in the body); pin carefully. Sew 3/8-inch seam around the entire body, leaving seam open between dots and being careful not to catch arms and legs in seam.

Clip seam at neck to stitching line.

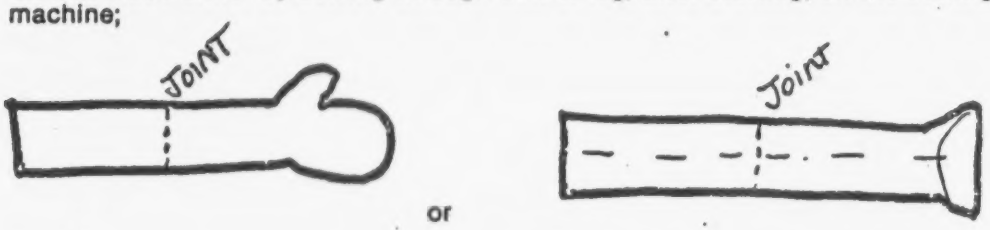
Pull entire doll inside out through hole in side of doll.

To Stuff:

Each part of body will have a hole to stuff. It is important to stuff head thoroughly to get adequate support. Slip stitch each seam closed when full with stuffing.

Leg and Arm Joints:

Can be made either by sewing through arm or leg, after stuffing, on the sewing machine;

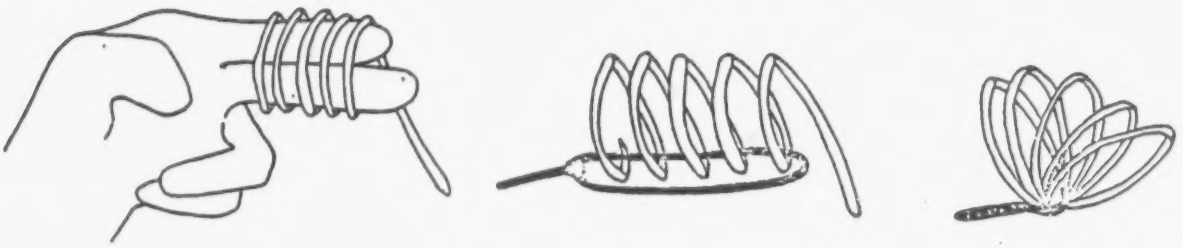


or

using a needle and thread, by making tucks or dimples for knees or elbows.

Hair:

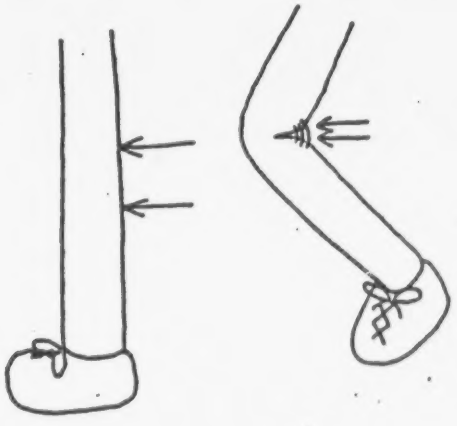
Curls: can be made by looping yarn around two fingers ten to fifteen times and sewing the curl to the already stuffed head. A shorter curly look can be obtained by sewing small loops directly on the head with coarse thick yarn.



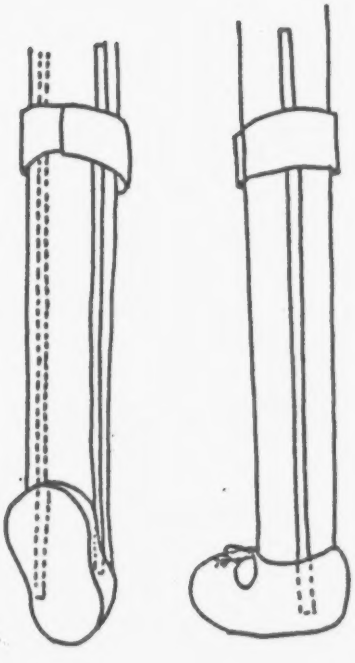
QUESTION: *How do I make a doll with an orthopedic impairment?*

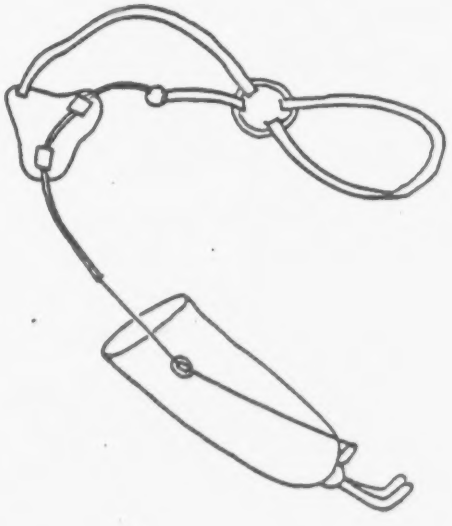
ANSWER: There are many different orthopedic impairments. Below are some suggested adaptations to the basic pattern:

Cerebral Palsy
A doll with cerebral palsy can be developed by using thread to tack arms and legs in a fashion that demonstrates constricted muscles (see illustration).



Leg or Arm Braces
A surgical company, clinic, or doctor may be willing to let you have discarded appliances. Braces can be simulated by using pieces of weather stripping, metal tubing, etc. with adhesive fabric to an old pair of children's high-top baby shoes.





QUESTION: *How can I make a doll with a visual impairment?*

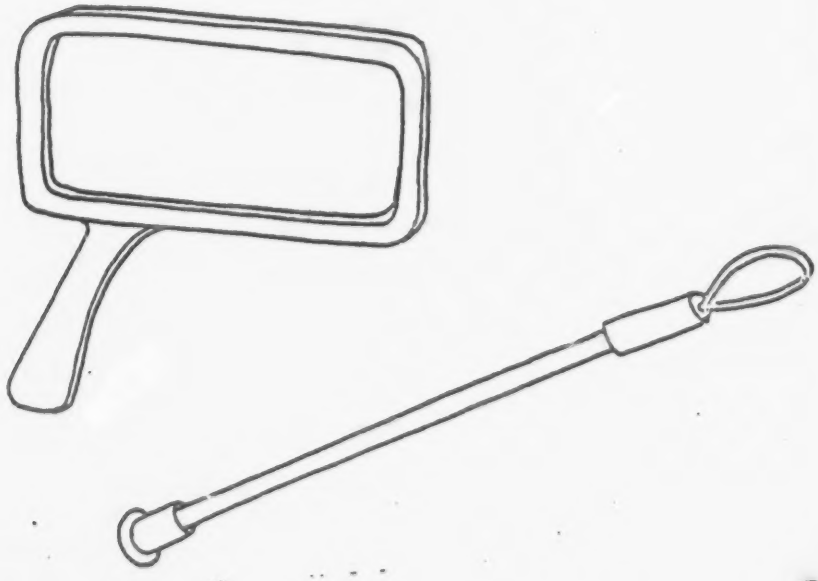
ANSWER: It is easy to adapt the basic pattern to depict the following visual impairments.

Strabismus

Cataracts
Pieces of gauze or cellophane over eyes can be used to depict cataracts.

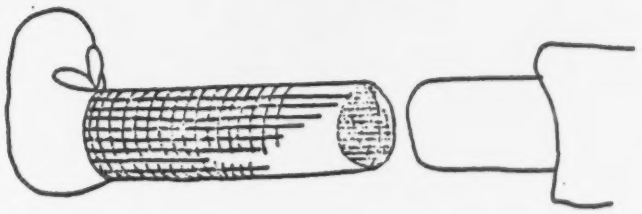
Acuity Problems
These visual impairments are relatively easy to depict. Discarded children's glasses can be obtained from an optometrist. The only adjustment needed is to shorten the temple with wire cutters, cover with tape, and sew the glasses securely under the doll's hair and at the bridge of the nose.
PROPS: Large print books, magnifying glasses, abacus.

Blindness
A White cane can be made from a cafe curtain rod with rubber tip or a wooden dowel. You may wish to include dark glasses as well. It is important for the doll to have eyes under the dark glasses.
PROPS: Braille cards, Seeing Eye dog, OPTICON, tactile watch, beeper balls, Braille games, etc. Catalogues of materials for the blind are available from the American Foundation for the Blind, Consumer Dept., 15 W. 16th Street, New York, N.Y.



Prosthetic Devices

Legs: Cardboard tubes, vacuum cleaning hoses, needlepoint mesh rolled in tubes, or pieces of flexible hosing or piping can be used for prostheses.



Arms/Hands: The above materials can be attached to a hook or large clips from clothes holder. Dime stores and hardware stores are good sources of materials. It is important that sharp ends are covered so children won't hurt themselves. Snaps, belts, and straps can be obtained from discarded sandals, belts, purses, leashes, etc.

Wheelchairs/Walkers/Strollers

Some clinics and special schools or training centers may have equipment that they may be willing to donate or lend.

Other Equipment

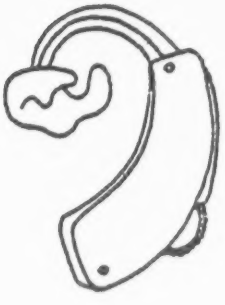
A size 20 child's helmet (try orthopedic supply companies or special schools or clinics)
Feeding aids, adaptive equipment, communication boards or devices
Colostomy bag

QUESTION: *How do I make a doll with a hearing impairment?*

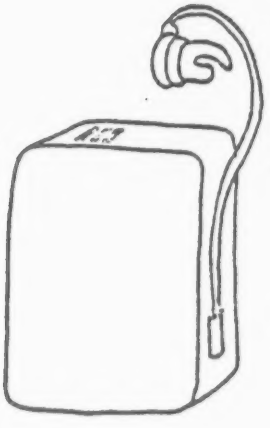
ANSWER: Adapting the basic pattern, a hearing-impaired doll can be characterized with either of two kinds of hearing aids:

1. an ear-level aid
2. a body aid

Discarded aids can be obtained from a clinic or audiologist or can be created from scrap material (a transistor radio or a small square box held on the doll's chest with elastic, having wires going to buttons on the ear).



Ear Level Aid

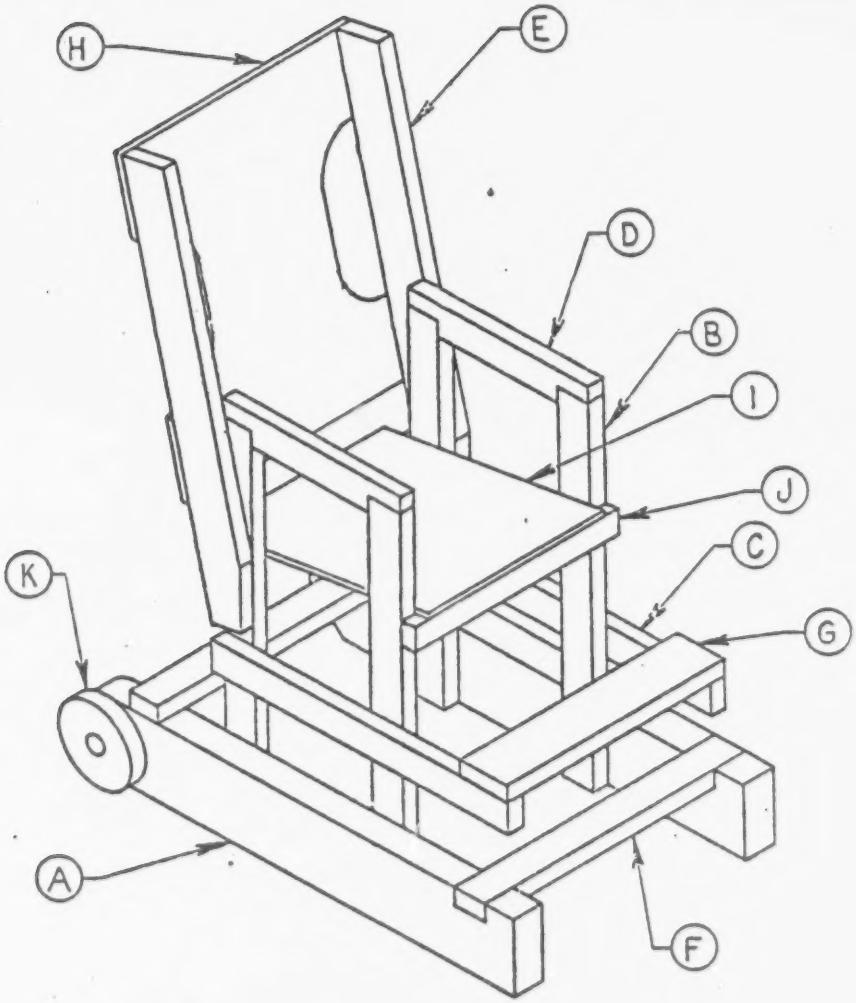


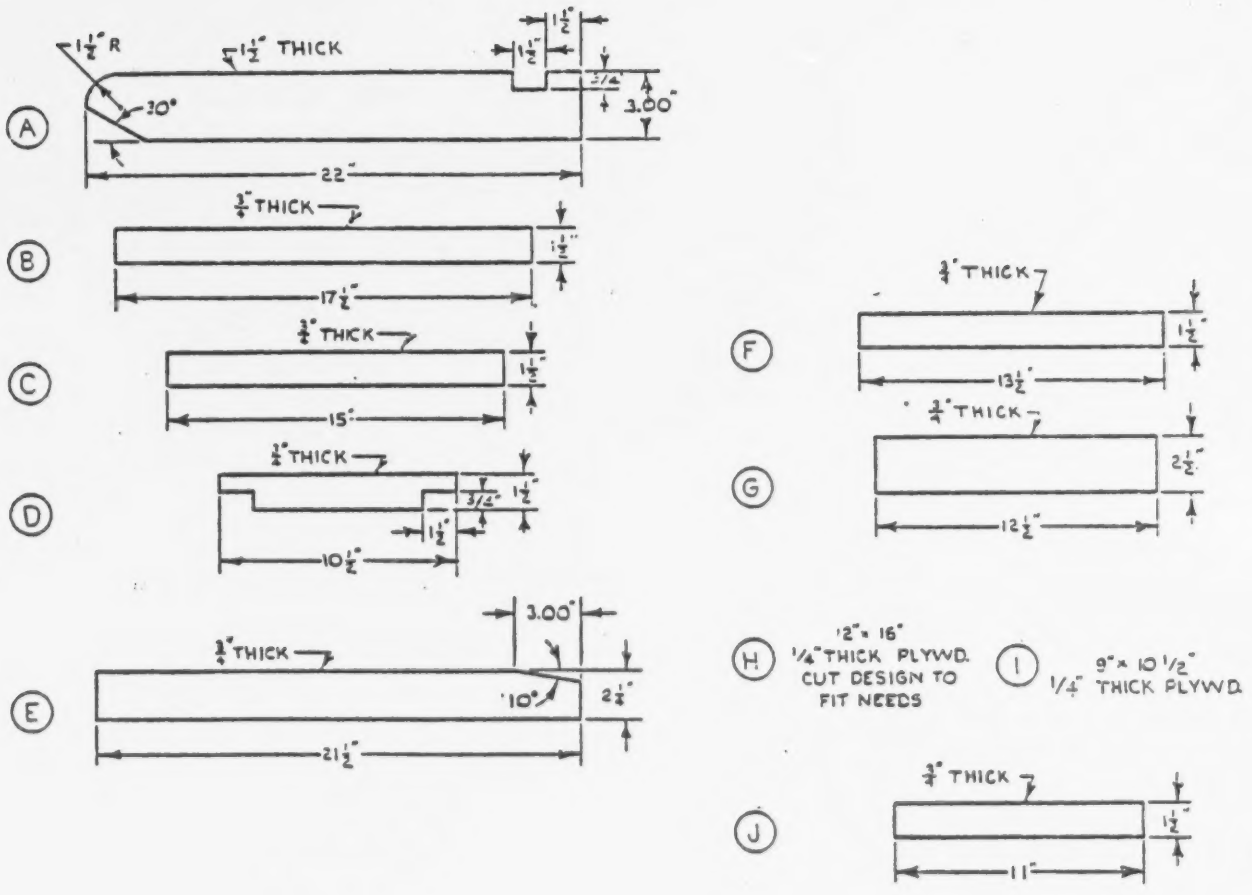
Body Aid

Published by Chapel Hill Training-Outreach Project
Lincoln Center
Merritt Mill Road
Chapel Hill, North Carolina 27514
919-967-8295

Plans for Doll's Wheelchair

Designed by:
Michael K. Schwartz
Wm. S. Schneider, Jr.
Drafting students
N. Ky. State Vo-Tech School
Covington, Kentucky 41011





Part	Description	Material	No. Needed	Dimensions
A	Base	Wood	2	22"x3"x1½"
B	Leg	Wood	4	17½"x1½"x¾"
C	Ft. Rest Support	Wood	2	15"x1½"x¾"
D	Arm Rest	Wood	2	10½"x1½"x¾"
E	Back Support	Wood	2	21½"x2¼"x¾"
F	Cross Bar	Wood	2	13½"x1½"x¾"
G	Foot Rest	Wood	1	12½"x2½"x¾"
H	Back	Ply-wood	1	12"x16"x¼"
I	Seat	Ply-wood	1	9"x10½"x¼"
J	Seat Support	Wood	2	11"x1½"x¾"
K	Wheel	Optional	2	Optional

TEACHER ASSURANCE: A RATIONALE

By:
William Shreeve, Ed.D., Chair, Department of Education
Eastern Washington University

Janet R. Norby, Ed.D., Professor of Education
Eastern Washington University

Arnold F. Stueckle, Ed.D., Professor of Education
Eastern Washington University

William G. J. Goetter, Ph.D., Director, Undergraduate Studies, Department of Education, Eastern Washington University

Barbara de Michele, M.A. in Education
Issaquah School District #411

Thomas K. Midgley, Ed.D., Professor of Education
Eastern Washington University

In 1984, the Eastern Washington University Department of Education unanimously adopted a teacher assurance program which guarantees that its graduates will perform to classroom expectations. If they do not, the university will provide remedial assistance free of charge to the hiring school district. The department relies on the evaluations of the hiring districts to determine when remediation is required.

By adopting a teacher assurance program, the EWU Department of Education became one of five institutions of higher education in the nation offering teacher assurance programs. The others are the University of Northern Colorado, Doane College in Crete, Nebraska, Oregon State University and the University of Arkansas at Pine Bluff. The department reviewed teacher assurance programs from other schools before formulating and adopting its own.

Why did every one of this department's forty members agree to support a teacher assurance program?

The teacher assurance program benefits the department of education by increasing its credibility with a skeptical public, its accountability to hiring districts, and the amount of feedback received about the success (or failure) of our curriculum.

The program benefits the department's students by increasing their marketability in a tight employment situation, and because it assures them of our support following graduation.

The program benefits school districts that hire Eastern Washington University graduates by lifting the burden of remediation from them and placing it with us. Classroom teachers and counselors will not have to be drawn from regular duties to assist teachers who receive probationary action.

In addition, the process of reviewing a possible teacher assurance program and its final adoption marked a significant gesture of confidence in and support for the department by its members. The program has therefore contributed to a higher level of internal staff morale.

The following report discusses the positive aspects of EWU's teacher assurance program in detail.

Credibility

Although some gains have been made since A Nation At Risk was published in 1984, teaching and teacher preparation haven't yet gained back complete public confidence or respect.

Inherent in the adoption of a teacher assurance program are the same concepts that apply to car, washing machine or widget manufacture: The "company" backs its "products."

While most education professors probably wince at a comparison between living, breathing students and cold hard products, the public increasingly demands that educators account for the successes and failures of their teaching methods. (Similar demands are being placed on schools of medicine and law, for example). For the most part, departments of education have reacted to criticisms as they occur.

The adoption of a teacher assurance program, on the other hand, allows a department of education to take the initiative in making positive statements about its students and programs.

When Eastern Washington University adopted the teacher assurance program, every major newspaper in Washington State carried articles and editorials about the event. The Department Chair, Dr. William Shreeve, the dean of the school of Human Learning and Development, Dr. William Katz, and the president of the university, Dr. George Frederickson, were all interviewed on television. Radio coverage was also provided throughout the state of Washington.

Typical of newspaper editorials is this excerpt from the Spokane Spokesman-Review:

"EWU's new policy looks like a positive move . . . If all parties concerned -- Eastern, the graduates and the school districts -- commit themselves to making this program work,

however infrequently it may be invoked, the cause of education in Washington State could be advanced at negligible cost to the taxpayers."

An unexpected dividend was added nearly a year later when the New York Times carried an article about teacher preparation. Leading the article was a summary of EWU's teacher assurance program with this assessment:

"Eastern Washington University, in Cheney near Spokane, is one of a small but growing number of universities that are attaching guarantees to the graduates of their schools of education. The trend is rooted in a belief that inept teaching has contributed to the ills condemned in the many reports on the schools issued during the last two years.

"Thus, an educational reform movement that started by urging higher standards for pupils has now widened to a call for improving the preparation of teachers."

EWU's teacher assurance program thus influenced discussion of teacher preparation at both the regional and national levels, therefore promoting public awareness of an important component in the reach for excellent schools.

Accountability

Beside the need for positive messages for and about teacher preparation programs, the Eastern Washington Department of Education has consistently maintained the importance of real and lasting reforms in the field of teacher education. The reforms implemented by this department since

1982 have been well documented in a number of articles for professional journals.* In brief, they include:

*Increased field experience for education majors, beginning at the sophomore year;

*Higher grade point averages (2.5) for entrance to the department and metriculation;

*Required reading instruction classes for secondary education majors;

*An additional required reading instruction class for elementary education majors;

*Required math and computer literacy classes for all education students;

*A required portfolio which contains student records, recommendations, evaluations, and work experiences over the course of the department's curriculum;

*A required review by a professional committee prior to admittance to the department of education;

*A required exit review prior to certification.

The teacher assurance program, then, reflects an on-going commitment to departmental accountability.

In addition, members of the department knew full well the implications of teacher failure and department accountability. Research conducted by this department (published in the October, 1985, Thrust magazine under the title "Why Teachers Fail") demonstrated clearly that the majority of teachers

placed on probation lack classroom management techniques, discipline and communications skills. They fail least often because they lack knowledge of their subject areas.

These findings, which were known to EWU education professors before the program was adopted, illustrate the direct link between education coursework and teacher success. If an EWU graduate requires remedial assistance, the problems will probably not relate to his or her academic coursework, but to the teaching methods and strategies learned through education classes and practicums.

Even so, the EWU Department of Education welcomed this additional demonstration of a commitment to accountability.

Feedback

In a very real sense, the university has opened another set of "checks and balances" within its total marketing system. Again, the teacher assurance program is an addition, not the centerpiece, of that system.

In 1980, Eastern Washington University established its Teacher Program Unit. Such units are required to approve teacher education programs at every Washington State institution of higher education. The unit is composed of 16 representatives from local school districts, teacher education associations, retired teacher's organizations, school boards, and the department of education. Memberships, which are staggered, rotate every three years.

The Teacher Program Unit has proven to be enormously effective as a source of direct feedback concerning EWU's

teacher education program. It recommended and approved all of the reforms mentioned earlier in this article. It also approved the teacher assurance program.

With the program only in operation one year, the department has not yet received a single request for remediation assistance. However, the teacher assurance program does offer a long-term opportunity for feedback from districts and graduates.

Marketability

The department adopted the teacher program unit in part to increase the marketability of its teaching candidates. Currently the state of Washington is not experiencing a teacher shortage, except in the areas of science and math. The number of students have increased at the kindergarten through third grades. Both of these trends are similar to those at the national level.

After one year, it is probably too early to tell whether the teacher assurance program has had a marked influence on the employability of department graduates. Added to the shortness of this program's life are the other reforms adopted by the department in recent years -- all of them designed to make our graduates more attractive to hiring districts. However, the department routinely monitors the progress of its graduates and should be able to report accurately on the program's effectiveness within a few years.

A similar statement could be made concerning benefits of the program to hiring districts. Since the department has not

received a request for remediation at this time, our commitment to work with districts to improve the teaching skills of deficient EWU graduates has not been tested -- or proved -- to hiring districts. Naturally, the department clearly hopes to place a higher commitment on turning out highly qualified teaching candidates than it does on remediation of problems. Yet we also realize that the real effectiveness of the teacher assurance program will depend upon our responsiveness to future requests from hiring districts.

As mentioned earlier, the teacher assurance program has provided unexpected benefits to the Eastern Washington University Department of Education through increased staff morale. As a group, we have initiated a measure that should increase departmental credibility with the public, the marketability of our graduates, and cooperation between constituent districts and the department.

As a group, the department has taken the unusual step of publicly committing itself to excellence and accountability through a measure that will, if implemented, require personal responsiveness to an individual teacher in the classroom. This alone may be the greatest benefit of the teacher assurance program.

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* Articles mentioned have appeared in Educational Horizons, Vol. 62, No.3; Teacher Education and Practice, Vol. 1, No. 2; and The International Journal of Instructional Media, Vol. 13, No. 1.

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CONCURRENT SESSIONS

FRIDAY, OCTOBER 10, 1986

10:45 - 11:45 AM

James T. Yates, Ph.D.
SPA-School of Medicine
University of Hawaii
1410 Lower Campus Road
Honolulu, HI 96822

DEVELOPING AUDIOLOGY IN THE PUBLIC SCHOOLS
SERVICES DELIVERY DEVELOPMENT FOR RURAL POPULATIONS

This paper describes a program which is establishing Educational Audiology in Hawaii through an innovative approach. While the teaching program and service implementation strategy involve hearing it is sufficiently adaptable to serve as a model for developing and implementing services of virtually any type in a rural environment. Reasonable access to a training program and commitment of cooperation between the training program and host State Education Agency (SEA) is required.

A. The Problem

Hearing disorders in children and adults can be divided into at least two categories. The first is composed of those classes of disturbances which result in the classically described shifts in hearing sensitivity and/or a diminished acuity. The second is a group loosely defined as disorders of central auditory processing. The negative impact of the former, at least in their more severe forms, has long been recognized. The impact of central processing disturbances is less well recognized and understood. Both have vast potential to disturb the educational process and both are addressed by our project.

1. Prevalence

Losses of sensitivity and acuity affect millions of Americans of all ages. At least 14 to 16 million by some estimates (Schow, Nerbonne, 1980). Another two million are deaf. Hearing loss, particularly when it is selective in nature, is the most insidious of all handicapping conditions. Therefore, it is highly probable that the estimates of hearing impaired is conservative due to the many that go unrecognized, unidentified and unreported.

The problem of determining occurrence is apparent in the pre-school and school age group. It would be easy to believe that a captive, institutionalized population with a federally mandated service delivery system would be able to provide excellent data relative to prevalence, types, and effect of hearing loss. Such is not the case. First, services are by no means uniformly or even widely distributed. Second, standards are changing due to an emerging understanding of the effects of hearing disorders of "mild" nature, and of those affecting the central processing system. Third, it is rare when the school has an effective, comprehensive identification system with the coordinated information retrieval and storage system necessary to develop good data. Most of what we know is from estimates and extrapolations of data, a point that in itself supports the need for services.

The best estimates are those of Audiology Services In The Schools (1981) that use known incidence from careful samples to project 30 to 50 hearing impaired children per 1,000 student population. Based on the 1980 school census of 47 million

(Conference of Education, 1980) there would be from 1.41 million to 2,350,000 hearing impaired in the nation's schools. These projections are supported by studies which consistently find range of occurrence in the 30 to 50 per 1,000 area.

In Hawaii, the Department of Health identification program results for the 1980-84 period fell within the 3 to 5 percent range. Immittance screenings for "medically significant" hearing loss only resulted in a 3 to 4.5 percent failure rate for the years 1980 through 1984.

While the figures appear to confirm our incidence to be well within the national norms, there are extenuating circumstances. First, the program is confined mostly to urban Oahu, the island on which Honolulu is located. Oahu has a large (about 78 percent) percentage of the state's population but is basically urban in character. Rural populations have greater incidence of external and middle ear disorders. Second, the program tended to be represented in the urban schools more than even rural Oahu. Third, each school was seen only once, a fact that is not conducive to identifying those who have temporarily remissed to the point that they can pass a screening. Fourth, the screening is only among K, 1st, 2nd, 3rd and 7th grade students. Finally, and most importantly, Hawaii's program is designed to look only for those who have medically significant hearing disorder. Even in the face of all the aforementioned limitations, 3,446 children were found to have medically significant conditions and referred for treatment in 1984 alone. In summary, 3,446 children were identified. To those must be added children who 1) passed the screening but had losses not identifiable by tympanometry, 2) were not tested at all, 3) who would pass but later develop significant otologic disorder, and 4) children identified in previous years and not included in these statistics. Summaries of the hearing screenings for the 1982-84 period are in Tables I and II.

Insert Tables I
and II about here

Identification programs typically focus on medically significant hearing disorders and that stress is defensible for a number of reasons. In addition to the obvious threat to health passed on from middle ear disease, there is the accompanying hearing loss and overall debilitation or decrease in "state of wellness" that accompanies any chronic or long duration physical ailment. Whatever the reason, current evidence clearly indicates that otitis media has deleterious effect on linguistic and academic attainment (Fisch, 1983; Shriber and Smith, 1983; Sak and Ruben, 1982; and McDermott, 1983). Studies have found that otitis media in early years interferes with normal maturation of central auditory processing (Welsh et al, 1983) and another suggests that permanent low level change in hearing sensitivity results in reduced development of the auditory neural network and delays in speech-language and cognitive skills dependent upon hearing

TABLE I
HEARING STATISTICS FOR OAHU 1982-83

	Total Screened	#Ref.	%Ref.	#Complete	%Complete	#Deficit	%Deficit
Preschools	4669	129	3	58	45	54	93
Priv./Parochial	7113	86	1	47	55	42	89
DOE Elem.	29910	882	3	443	50	405	91
DOE Inter.	9352	261	1	65	25	57	88
DOE High	8576	118	1.3	27	23	27	100
TOTAL	59,620	1,476	2.5	640	43	585	91

TABLE II
HEARING STATISTICS FOR OAHU 1983-84

	Total Screened	#Ref.	%Ref.	#Complete	%Complete	#Deficit	%Deficit
Preschools	5421	410	8	269	66	227	84
Priv./Parochial	9601	314	3	211	67	165	78
DOE Elem.	38540	2135	6	1178	55	946	80
DOE Inter.	9390	168	2	62	37	53	85
DOE High	7645	116	1.5	28	24	24	86
TOTAL	70,597	3,143	4.5	1,748	56	1,415	81%

(McDermott, 1983). A recently reported study links inattention and poor language skills to early ear infections. North Carolina researchers monitored 44 day care children from 3 months to 7 years. Thirteen of the children had numerous ear infections, nine or more episodes in the first three years. Those nine children were found to have significantly poorer narrative skills at ages 5 and 7 than the other children. They also had twice as many periods of classroom inattention as the 31 other children (Feagans, 1986). Otitis media alone has sufficient potential to interfere with the educational process to warrant educational audiologists to provide diagnosis, evaluation, management, remedial, and consultative services.

There is a population of "hard of hearing" children with bilateral nerve loss ranging from 26 to 90 dB HL that exceeds 300,000 nationally. These children have communication, emotional, social, educational and prevocational deficits ranging from mild impairment to incapacitation (Blair and Berg, 1982). Another group, with special hearing needs is the special education population which typically has extraordinarily high percentages of hearing impairments and/or central processing disturbances. The special education population has an 18 percent or greater rate of occurrence of otitis media alone (Murdock et al, 1983; Dermody et al, 1983; Sak and Rubin, 1982). Hawaii's identified special education population is in excess of 12,000. As late as 1982, the percentage of enrollment in special education in Hawaii, then 5.69 percent of the K through 12 census was one of the lowest in the nation. In fact, only Alabama (5.44 percent) had a smaller percentage of its students in special education programs (Education of the Handicapped, 1982).

Over 1,800 of Hawaii's special education population is classified as Specific Learning Disabled (SLD). SLD children have extraordinarily high failure rates in hearing tests, and tests of central auditory processing (Dermody et al, 1983; ASHA, 1983). Failure rates of 50 percent or over of CAP screening by SLD children is not uncommon. In summary, there are literally millions of children nationally and thousands in Hawaii who have hearing disorders sufficient to require and benefit from restorative services. A large percentage of the children with severe to profound losses are receiving special services. However, a majority of those with mild or moderate losses are not receiving services (Maestas Y. Moores and Moores, 1977). The Bureau of Education of the Handicapped (BEH) study (Sontag, Smith, and Certo, 1977) estimated that 90 percent of the identified deaf were served but only 20 percent of the then identified hard of hearing were receiving services.

In the years since the BEH study, an entirely new problem has emerged, the child with mild, low frequency or broad spectrum hearing loss and systemic disturbances due to middle ear disorders. There has been little additional service capability but the populations to be served has grown.

2. Personnel Need

National standards have been established for determining staffing for programs for the hearing impaired. The guidelines for Hearing Impaired Children (1976) recommended one audiologist for each 75 hearing impaired children receiving special instruction in the educational setting. A more recent study (Berg, 1984) suggests that a 1 to 40 ratio is an appropriate target and more than a 1 to 50 ratio is excessive. Based on Hawaii's identified population of hearing impaired, and the role defined for the educational audiologist, the Hawaii Department of Education (DOE) projected a need for 1983-84 of 23 specialists in hearing impaired to begin services provision. Due to the critical shortage of speech-language clinicians and the total lack of educational audiologists none were hired. The Hawaii State Plan projected a need for twelve hearing personnel for 1985-88. There have been positions since 1978 and Hawaii is yet to employ its first educational audiologist in the public schools.

Nationally, personnel to fill positions in the schools simply are not available. There are only about 570 claimants to the title "educational audiologists" (Wilson-Vlotman, 1984; Berg, 1984) and an undetermined number of these are self-annointed. Very few training programs are preparing educational audiologists and the demand is far in excess of supply. It has been estimated that as many as 9,400 educational audiologists may be needed to implement even the most conservative proposal (Iowa Model) for meeting national needs for services and mandated by Public Law 94-142. Training programs already are taxed in trying to meet the Speech Pathology job market in times of shrinking university budgets. If the educational audiology job market is to be addressed, outside funding will be necessary.

3. Hawaii Program

For Hawaii, recruiting educational audiologists out of state was, and is, out of the question. We already were recruiting on the mainland for DOE speech-language specialists with little success and the pool of audiologists available is smaller yet. The answer was to establish an educational audiology component in the existing program in Speech-Language Pathology at the University of Hawaii. Although we have operated for over 40 years and offered Masters' degrees in audiology and speech pathology since 1956, we, like most American universities, had little educational audiology in our curriculum.

We designed a program in cooperation with the Hawaii Department of Education (DOE), the State Education Agency (SEA). The primary goal of the program was to establish services to the hearing impaired in Hawaii's schools not served by existing progams for the severely impaired. The target population included children with auditory perceptual disturbances, those with hearing sensitivity and/or acuity disorders otherwise not served and children with transient disturbances such as otitis media.

A three phase program was designed to meet program needs. In Phase I, a training program was developed at the University of Hawaii with clinical training in Hawaii's public schools. In Phase II, a separate but integrated program, we developed a model service center (MSC). The center provides diagnostic, evaluative, prescriptive, habilitative counselling and resource services for hearing handicapped children and their families and educators. Phase III is the establishment of a model service delivery program in the public schools.

Phase I - The Training Program. It is inevitable that the education base of any professional program will be associated with an accredited college or university program. However, it is not necessary that all training be conducted in formal classrooms on campus. We had as a program guideline the concept that much of the training as possible would take place in the schools to be served under direction of appropriate personnel with formal appointment on the university faculty. The program also attempted to recruit individuals for the initial student population with training and/or experience that would facilitate rapid completion of the training program. We will continue to recruit in this manner because of positive results in quality of graduate cost, effectiveness and significantly reduced training time.

The competency based training program is divided into 1) the preprofessional or basic information stage, 2) the clinical training stage, and 3) practicum and clinical experience which comprise professional training (see Table III). The program is based on course units and structured in such a way that those courses which do not require fixed classroom or laboratory base can be offered off-campus by our faculty, visiting professors, qualified contract instructors, telecommunication or some combination of the above. On site instruction aids in retraining other professionals in audiology while they continue their present positions thus allowing combination clinical placement/advanced instruction, and reducing costs both for the student and the participating district.

Insert Table III
about here

Core curriculum, including basic sciences, anatomy and physiology, requires such extensive materials and instrumentation that it is almost impossible to complete other than in an appropriately equipped training program. Certain courses that are less dependent upon instrumentation and hands-on involvement can be offered off-site or through tele-media. Most of the preprofessional training sequence, therefore, is provided on the campus. The only logical alternative is recruitment of students who already have completed preprofessional (undergraduate) training or who have a background that minimizes the necessary preparations. After audiology majors, undergraduate speech-language pathology majors are best prepared for professional training in audiology.

TABLE III. PROGRAM CONTENT IN AUDIOLOGY

CONTENT AREA	APPROXIMATE % OF PROGRAM
I. Basic Science	15%
A. Acoustics and Psychoacoustics	
B. Calibration, Noise, and Instrumentation	
C. Anatomy and Physiology	
D. Statistics	
E. Acoustic Phonetics	
II. Development and Pathology of the Auditory System	10%
A. Embryology	
B. Auditory Development in Children (reaction of sound as a function of age)	
C. Effects of Aging on the Auditory System	
D. Auditory Pathology (hearing disorders)	
III. Evaluation	33%
A. Use of Case History Information	
B. Behavioral Test Procedures	
C. Educational Audiological Evaluation	
D. Physiologic Test Procedures	
E. Interpretation of Test Results	
F. Identification Procedures	
IV. Habilitation and Rehabilitation	30%
A. Surgical and/or Medical Treatment	
B. Hearing Aids	
C. Effects of Hearing Impaired on Speech and Language	
D. Educational, Vocational and Psycho-Social Implications	
E. Program/Modeling for Young Hearing Impaired Child	
F. Evaluation, Educational and Remediation Procedures	
G. Management of the Hearing Impaired Child	
V. Speech and Language	12%
A. Normal Development	
B. Sociolinguistic Differences	
C. Language Disorders	
D. Teaching Language to the Hearing Impaired	
E. Teaching Speech to the Hearing Impaired	
F. Reading for the Hearing Impaired	

Psychology, Pre-Medicine, Nursing, or other health care preparations and certain areas of special education and education are helpful to the study of audiology.

Professional training begins at the graduate level. Our students complete 44 semester hours and receive the Master of Science degree. Table IV is the graduate curriculum outline.

Insert Table IV about here

Clinical training must include significant experience in at least two sites and initial clinical experience must be at the training institution (requirement of accrediting body). Within that requirement, as much of the clinical experience as possible is conducted in the schools (which qualify as one of the sites). The advantage to the school district is that the university program and the schools work together to design the service delivery model for the school system. It is developed by the training program while audiologists are trained and then turned over to the schools as an in-place, functioning program with staff, administration, procedures appropriate to the need.

4. Expected Roles or Positions

We will provide training for 15 educational audiologists in the first three years of this program. To date, two students have completed training and a total of eight will finish training during the period. The additional seven will be in various stages of the program at the end of the first cycle in 1988. Over the projected life of the program, we will train 24 to 26 plus 8-10 replacements for a total of 32 to 36 audiologists. The program then will scale down to a target of approximately 4-6 per year to meet growth and attrition needs.

Basically, we are creating a professional whose role is 1) to provide direct services to the hearing disordered population, 2) to serve as case manager for the target population, 3) to advocate in appropriate forum, and 4) to provide resource for and support to service deliveries in the consultative teaching model.

Tasks

1. In the role of service providers, the educational audiologists provide:

   Identification of the hearing impaired and children with auditory perceptual disorders

   Evaluation including educational auditory function, language performance level, (re)habilitation requirement, hearing aid evaluation as appropriate

TABLE IV. Professional (Graduate) Core Curriculum in Audiology. List is not exhaustive. Students have one option course in major.

COURSE NUMBER	COURSE TITLE
SPA 600	Research Methods
SPA 603	Advanced Audiology
SPA 613	Language Development for Children with Hearing Deficiencies
SPA 721	Seminar in Audiology - Diagnostic Procedures
SPA 723	Seminar in Audiology - Rehabilitative Procedures
SPA 701	Amplification: Assessment and Applications
SPA 703	Electrophysiologic Audiometry
SPA 705	Central Auditory Dysfunctioning, Testing, Remediation
SPA 710-1	Management of the Hearing Impaired
SPA 710-2	Evaluation and Referral of the Hearing Impaired
SPA 710-3	Service Delivery to Mainstream the Hearing Impaired
SPA 612	Disorders of Language
SPA 699 or 700	Directed Study/Thesis Research
SPA ___	6 semester hours in Speech Pathology - Voice, Articulation, Language
Electives	3 hour elective chosen with advisor: Assessment in Special Education
SPA ___	6 hours clinical practicum

Total = 44 semester hours

Diagnostic testing for site of lesion and central auditory disorders as required

Direct intervention, including hearing aid fitting, orientation training and counselling, aural (re)habilitation, hearing aid checks and maintenance, speech-language development training

Counselling services for the hearing impaired and their families.

2. As Case Management Specialists, the educational audiologists:

Have oversight responsibility over the case's hearing (re)habilitation program

Coordinate ancillary services to the hearing impaired

Develop and coordinate in-service training for public school and health personnel

Assure follow up and delivery of appropriate services

Serve as referral coordinators for supportive evaluations

Supervise performance evaluation of the hearing disordered

3. As a resource, the audiologists:

Provide direct support to service deliverers in the consultative model

Provide resources to other health care professionals in service delivery, counselling, and program planning

4. As advocates for the hearing disordered, they:

Enhance public awareness through public speaking and knowledge of interview techniques and strategy

Work to prevent hearing loss through creating wider awareness of genetic, environmental and other factors that result in hearing disorders

Provide environmental acoustic management to assure optimal conditions

Provide parent and group counselling

Represent the hearing impaired in IEP planning and conferencing

The Model Service Center. Phase II of the program is the establishment of a Model Service Center (MSC). Not only is the

center equipped to provide diagnostic and evaluative services but it serves as a focal point for the program and is the referral and management center of the hearing involved children.

In our program, we chose not to build a facility in the initial stages. Instead, we entered into an agreement with the DOE that allowed us to serve as the MSC. Existing staff and students in training provide the services both in our clinic and at school sites on a contractual basis. We provide the basic equipment and space at the university center and the DOE provides such intrumentation as is needed for testing, etc. in the schools. Program supervisors are on-site for all school delivered services. Although equipment and material costs will vary among districts, we project a total operating expense of approximately $48,000 for the year, including salaries and additional equipment but excluding space, utilities, etc. We will have the capacity to provide at least 200 full evaluations with a larger number of less involved evaluations, screenings, etc. plus in-service due to the force-multiplier effect of having graduate students in training provide services under supervision. This arrangement has added advantages to the State DOE. Initial equipment costs were reduced to approximately $17,500 for three portable immittance bridges, two sound level meters, one portable hearing aid evaluation instrument and some lesser items (otoscopes, etc.). Supervisory staff were hired by the University with the understanding that we would maintain the center in the near future under contract with the DOE. Ultimately, the operation will pass to the DOE. At that point, there will be one center for each major island with audiologists assigned to each county (local education agency equivalent).

In rural and remote areas, the concept of permanent site is less appealing due to generally low utilization potential. Developing affordable, workable alternative delivery systems is the key ingredient to program success. Options include portable equipment, duplication, mobile centers (specially equipped vans), contracts with outside providers. The latter alternative is attractive to many communities because of the potential to attract private providers of health care in areas that otherwise could not. The model developed by the U.S. National Health Services Corps for developing health services in rural and underdeveloped areas might prove helpful (USPHS).

Service Delivery to the Schools, Phase III, services delivery is underway. We have a project service director who also is the educational audiologist for the training program and we have a supervisor of clinical services to direct the clinical services in the MSC.

Services to the schools include an information network, referral center for children with suspected hearing disorders, in-service, counselling, prescriptive diagnosis, specific counselling in areas such as training with children whose intellectual progress has been affected by sensory deprivation. Staff and supervised students provide demonstration of alternative teaching techniques, along with the other functions noted in Section 4. One

particularly useful service has been the acoustical analysis of school facilities. Acoustic measures and recommendations based on the results have proven to be most valuable in assisting school personnel to understand and compensate for poor acoustic environments.

Our program, now in its second year, is progressing well. Two audiologists have completed training, two more are almost finished. The MSC is operating, providing hearing evaluation, educational placement recommendations, hearing aid evaluations, and patient management. We have the staff in place and services are expanding.

Although services were begun in the schools in the spring of this year (1986), the formal start is Fall, 1986, when the first two graduates enter the schools. They will be joined in January, 1987 by two more audiologists. The basic service syllabus, described earlier, will be expanded across districts as personnel availability allow. Eventually, service centers will be in place on all islands with at least one audiologist in each district. We planned to have a state wide network in-place within six years from the start of this program.

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Academic Preparation and Training of Speech-Language Pathologists for Positions in Rural Schools

by

Jack D. Anderson, Ph.D.
University of Tulsa

Introduction

The Department of Communicative Disorders and Sciences (CDSC), situated administratively within the College of Nursing and Applied Health Sciences, offers undergraduate and graduate degrees in Speech-Language Pathology and Deaf Education. These programs are accredited by the North Central Association, National Council on Accreditation of Teacher Education, Oklahoma State Department of Education, and the National Council on Education of the Deaf. Application for accreditation by the American Speech-Language-Hearing Association has been completed.

The Communicative Disorders degree programs emphasize development of the student as a professional who is trained in the knowledge and skills required for management of a variety of communicative disorders. The strong orientation to assessment and treatment of speech/language/hearing disorders assures that students will acquire the clinical skills which enable them to serve communicatively-handicapped persons of all ages and types in a variety of professional settings, including hospitals, clinics, schools, day care centers, and private practice.

Students are trained to make professional judgments, plan clinical programs, supervise other personnel, develop innovative procedures and methods, and assume total responsibility for management of clients. The Department has graduated approximately 175 students since 1970 and has placed all of its graduates in jobs shortly after graduation.

The project described herein addresses personnel needs in two areas that have been identified by the U.S. Office of Special Education and Rehabilitative Services as having high priority for funding. One of these is the increasing need for speech-language pathologists trained to serve preschool and school-age children who possess various types of communicative impairments. The other problem is the recurring shortage of special education personnel in rural areas. Each of these documented needs is discussed here.

The need for speech-language pathologists continues to be strong. In 1980 the U.S. Bureau of Labor Statistics projected a need for 60,000 speech-language pathologists and audiologists by 1990. This figure represented a 40 percent increase in number of personnel available for service to the handicapped. Projected increases were recently revised downward to 29 percent, but the shortages continue to be significant, particularly in rural areas.

These projections, coupled with the steady decline in number of undergraduates choosing speech-language pathology as a career, suggests an increasing urgency to recruit and train professionals for service in communicative disorders.

A recent survey published by the Council of Graduate Programs in Communicative Sciences and Disorders (September, 1985), showed that the number of undergraduate students in the field of communicative disorders declined 16.9 percent from 1982/83 to 1983/84. Although the total number of master's degree students increased 1.0 percent during the same period, the number of master's audiology students declined by 5.7 percent and the number of master's degree hearing and speech science majors declined by 26.6 percent. The 2.6 percent increase in number of speech-language pathology master's degree students continues to be inadequate in relation to the foreseeable needs of the communicatively impaired.

Particularly alarming is the substantial decrease in undergraduate enrollment. The survey cited above indicated that 90 percent of the graduate students possessed undergraduate degrees in communication sciences and disorders at the time they entered a master's degree program. In view of these facts, one would predict a significant decrease in the number of graduate students entering the field in the next few years, contributing even further to the growing shortage of speech-language pathologists.

A particular concern is the continued documented shortage of speech-language pathologists for public school positions in Oklahoma, especially in rural areas. The Oklahoma State Department's 1984-85 Comprehensive System for Personnel Development plan indicates an immediate need for 82 additional speech-language pathologists for public school service. Most of these unfilled positions are in rural school settings.

Personnel shortages in Oklahoma confirm the findings of a Professional Self-Study Project conducted by the American Speech-Language-Hearing Association in 1981. Meetings held in each of ten Federal Regions in the United States indicated a significant concern on the part of school personnel, clinical supervisors, and providers of clinical services relative to the substantial need for personnel to serve the communicatively handicapped in rural areas (Dr. James Lingwall, ASHA, January, 1985).

The shortages described above are exacerbated by the steady increase in the costs of graduate education. This is particularly true for private universities, including the University of Tulsa. While tuition costs have increased dramatically in all institutions of higher education in recent years, the cost at private universities is now almost four times that of public universities. These rising educational costs preclude graduate study for many students in difficult economic times. Recent estimates show that almost 70 percent of students attending private universities require federal loans and grants to meet the costs of their education (Paly, H. D., "Student aid cuts will mean small savings in U.S. tax, big hikes in state levies", Chronicle of Higher Education, April 7, 1982.)

The continued demand for the services of speech-language pathologists, the documented shortage of these professionals in rural communities, the lack of training programs in the area attacking the problem, and the relatively high cost of graduate education, combined to form the basis for this project. The specific purpose of the project is to recruit and train speech-language pathologists for service to handicapped children and youth in rural settings.

The project blends the unique with the traditional in its approach to training speech-language pathologists. It is traditional in that it meets certification requirements of the American Speech-Language-Hearing Association and the State of Oklahoma; it is unique in that it also equips students specifically for service to rural communities through additional coursework and a workshop conducted by professionals intimately acquainted with rural attitudes, philosophy and needs. It is anticipated that the project will contribute materially to the reduction of critical and recurring shortages of special education personnel in rural school districts. The University's approach to reducing this shortage encompasses three major activities: (1) recruitment of students who will commit themselves to at least one year of service in a rural community subsequent to completion of a prescribed course of study; (2) training the students thus recruited for roles specific to rural schools and the needs of handicapped children and youth; and, (3) placement of these trained personnel in rural education systems.

The uniqueness of the training approach lies in its focus on the preparation of personnel specifically for the delivery of services to children and families who reside in rural communities. Successful delivery of such services requires a professional awareness of many issues not usually presented in traditional training programs. Community thinking and family relationships often differ widely from that of more urban communities. Clinicians unaware of rural issues often find themselves in conflict with their clients, parents and colleagues in their attempts to provide needed services. This lack of training and preparation for rural life accounts in large part for the difficulty agencies have in recruiting and retaining professional staff in nonurban communities. The intent of this project is to alleviate this problem in part through specialized training which includes a well-defined program of study in the dynamics of rural communities. The ultimate objective of the project is to place the speech-language pathologists trained through the grant program in positions that will allow them to effectively serve communicatively impaired children and youth in rural areas.

The Project

The project encompasses three major objectives, (1) recruitment of students; (2) training and education of students recruited; and, (3) placement of graduates in rural communities.

Recruitment

The goal is to recruit 15 students who will commit to eventual employment as speech-language pathologists in rural areas subsequent to completion of a prescribed course of study. Because of immediate need for professionals in rural areas, the primary objective is to identify and attract students currently majoring in speech-language pathology into an academic program that culminates in rural placement. A highly important, but secondary, recruitment objective is to identify fourth-year students and baccalaureate degreed persons in other fields of study who wish to enter the field of communicative disorders and are willing to make a committment to rural placement subsequent to completion of a master's degree in speech-language pathology.

Education and Training

The second major objective of this project is to train students for professional careers in speech-language pathology, and specifically for roles in rural areas. Students in this field of study generally are trained to fill roles in a variety of professional settings, including public and private schools, rehabilitation centers, speech and hearing clinics, hospitals, early childhood development centers, and private practice. In all of these settings, the professionally trained speech-language pathologist has major responsibility for four tasks:

1. The identification and differential diagnosis of various types of communicative disorders,
2. Prescription and implementation of therapeutic measures,
3. Evaluation of ongoing treatment and consideration of the need for interdisciplinary management and appropriate referral,
4. The development, organization and management of new speech and hearing services.

The learning experiences of our graduates are varied but are directed specifically toward developing their clinical skills. They are familiarized with the normal processes of speech and hearing through directed observation and study. They are introduced to various pathologies of communication through case demonstrations, video-tape presentations, supervised practicum and coursework dealing with specific disorders. The curriculum includes extensive practicum which is supervised by University faculty and clinic staff. Students and faculty together interact with local professional disciplines through attendance at cleft palate clinics, hospital staffings, and other habilitative events.

Skills and knowledge requisite to successful assumption of these roles are learned principally at the graduate level and are consistent with the academic standards set forth by the American Speech-Language-Hearing Association.

In addition to the skills and knowledge required of all program graduates, this project provides participants with other information that will better prepare them for roles in rural communities. This additional educational component includes six hours of graduate coursework designed to acquaint participants with rural school politics and policy, rural value systems, and various models of service delivery to rural communities.

In order to effect a better working relationship between clinician and rural community, a variety of educational experiences for project participants is planned. These experiences include the following:

1. A course in educational leadership, SEAR 7113, Local Educational Politics and Policy. This course, currently offered by the University, focuses on the study of local school systems as political units. Three fundamental questions are raised:

   a. How are the "neighborhood" politics of the local school system similar to and different from "partisan" party politics? Time is spent examining the politics of friends, fractions, and followers.

b. What are the major "stories" told in a community about what schools do and what they should do? The notion of stories and the particular story that the schools should be "efficient and effective," are examined.

c. How does the context of the local community influence the shape of the schools? This question is examined with an eye to the participation of citizens in school affairs.

2. A three-hour graduate seminar; CDSP 7973, How To Function Effectively As A Rural Special Educator. Students will participate in a series of activities designed to enhance their understanding of the rural community as it relates to the delivery of services in their role as a speech-language pathologist.

Activity I--Under the direction of the Project Director, participants will learn how to prepare hypothetical program budgets for presentation to school administrators. Budgets will be based on manpower and equipment needs, supplies and expenses, travel allocations, and staff development costs. Where feasible, participants will present the budget proposals to rural school principals and administrators for practice.

Activity II--Under the direction of the Project Director, participants will learn how to present special needs to civic organizations to solicit their support. The major project required for this activity is the preparation and presentation of a brief proposal for a specific piece of equipment needed for physically limited children. The presentation will be prepared in written form and presented orally to other project participants. Where possible, participants will present simulated needs to local civic organizations that support the University's program in communicative disorders, e.g., Kiwanis, Sertoma Clubs, and Lion's Clubs.

Activity III--Students will participate in a miniseminar: Protocols for In-Service Training of Regular Classroom Teachers and School Administrators. Participants will be provided specific protocols for conducting in-service training sessions for community colleagues.

Activity IV--An invited guest speaker from a rural community will speak on the topic "Life in a Rural Community." A rural school administrator or member of a local civic group will serve as special speaker.

Activity V--Two-day workshop titled "Service Delivery in Rural Communities." The workshop content outlined below is presently being used by the Oklahoma State Department of Health and has proved to be successful in the preparation of Department employees for jobs in rural areas.

Day 1

I. Introductory Remarks: Philosophical Position

II. Defining RURAL

III. Assessing the Rural Community

A. History
Social
Economic
Political

B. Demographics

C. Power Structure

D. Available Resources/Referral Sources

IV. Assessing the Family Within the Rural Community

A. What is the Family?/Family Dynamics

B. A Look at Two Special Types of Families
1. Family With a Special Needs Child
2. The Abusive Family

C. Family Dynamics: Implications for Therapeutic Intervention

V. Summary and Discussion

Day 2

I. Brief Overview of Day 1/Intro to Service Delivery Issues

II. Service Delivery Models and the Law

A. Mainstreaming

B. IEPs

III. Ethical Issues in Service Delivery

IV. Job Survival

A. Fitting into the Community

B. Fitting into Your Agency

C. Miscellaneous Survival Skills

V. Summary and Discussion

The workshop will be held on the TU campus and taught by consultants from the State Departments of Health, Human Services, and Office of Special Education. It is anticipated that the Rural Community Systems workshop will be held in May 1987 and will be open first to all Department students, staff, and professionals interested in rural systems. Continuing education credit will be available to all workshop participants upon request. Fees generated through the workshop will be placed in a restricted travel fund for project students who may wish to attend other conferences related to service delivery to rural communities.

Placement of Graduates

The ultimate aim of this project of course is to place its speech-language pathology graduates in rural communities. The Department of Communicative Disorders and Sciences faculty maintains a strong committment to placing graduates in good jobs. This committment has been a significant factor in achieving the Department's record of having placed all of its graduates in jobs within six months of graduation since 1970. The Project Director will work closely with State Department officials, rural school districts, and cooperatives, to identify job openings in rural areas. A list of all jobs available will be prepared and distributed to program participants and assistance provided them as needed in the application process.

Summary

The proposed project described herein blends the unique with the traditional in its approach to training speech-language pathologists. It is traditional in that it meets certification requirements of the American Speech-Language-Hearing Association and the State of Oklahoma; it is unique in that it equips students specifically for service to rural communities through additional coursework and a workshop conducted by professionals intimately acquainted with rural attitudes, philosophy and needs. It is anticipated that the project will contribute materially to the reduction of critical and recurring shortages of special education personnel in rural school districts.

Primary Presenters:
Pamela D. Potocik
Cynthia L.K. Marshall
Coordinator/School Psychologists
Birth-through-Three Program

Co-Presenter:
Jerome H. Morton
Executive Director

Little TN. Valley Ed. Cooperative
Route 9, Box 316
Lenoir City, TN 37771

COOPERATIVE PROFESSIONAL SERVICES FOR SEVERELY HANDICAPPED CHILDREN IN RURAL AREAS: IMPLEMENTATION OF PROGRAMS AND ANALYSIS OF CHILD PROGRESS DATA

The Little Tennessee Valley Educational Cooperative (LTVEC) is a chartered non-profit organization that provides services, primarily through the local school systems, to children and families in three rural East Tennessee counties located in the Appalachian region. In 1981, LTVEC was awarded a grant under U.S. Office of Education's Handicapped Children's Early Education Programs to develop and demonstrate a comprehensive educational program for birth through three-year-old severely handicapped children and their families in a rural setting. Designated the "Rural Preschool Services Model Project", the program received three years of federal funding which have been followed by two years of state and local funding for continuing service and research (major funding sources included TN. Dept. of Mental Health & Mental Retardation, United Way, and Monroe County Schools). Now entering its sixth year, the program, now known simply as "Birth-through-Three", will provide comprehensive educational services to at least 22 seriously handicapped children in two rural communities.

The delivery model of the Birth-through-Three program incorporates interlocking community-based centers with a regional agency (LTVEC), under the administrative guidance of an Advisory Council. The impetus of the program is to provide highly qualified professional services to the targeted children/families within their home communities in a cost-effective manner.

The delivery model was originally implemented in two sites (Blount and Monroe Counties, TN), with a third site opened in the second year of the project (Loudon Co., TN). The year's delay in opening the third site was to enable the lessons learned from the first two to be applied to it. Thus, opening the third site became a refinement process. Over the succeeding years, further refinements have been made, increasing the cost-effectiveness of the

program. Presently, two community based centers are in operation: one in Blount Co., serving 15 children; and one in Loudon Co., serving 7 children.

Each community-based center has two basic components: direct services from highly qualified professionals to the children; and a Parent Information Center (PIC) that informs, trains, and utilizes the skills of the parents.

Direct services to the children at each site are provided by a site coordinator/school psychologist, a lead teacher, two teaching assistants, a physical therapist, an occupational therapist, a speech/language pathologist, and a teacher of the visually impaired. The coordinator, lead teacher, and teaching assistants are assigned to a specified center, while the other professional staff members work at both centers. The coordinators work together on administrative issues which affect both centers. The Birth-through-three program itself has no full-time employees, though some of the staff members are full-time with LTVEC.

A focus on utilizing highly trained multi-professionals is based on the assumption that programming for severely handicapped children requires the skill and expertise of a variety of well-trained specialists. Only the highly trained educationally-oriented specialist can be expected to possess the complex skills required for effective intervention. The sharing of skills across professional boundaries and the maintenance of a professional/emotional support nextwork that exists among the staff members are maximized by the cooperative structure. Professionals and paraprofessionals consult with each other to insure continuity in each child's program across all disciplines. Each of the teaching assistants and the lead teacher are trained to work with one member of the professional staff, becoming an "expert" in a particular discipline. That expertise is shared with all staff members so that the most effective methods for meeting the child's needs can be discovered.

Eligibility for the program requires meeting one of the following criteria: 1) a medical diagnosis associated with mental retardation; 2) a diagnosis of moderate or greater mental retardation as determined by psychological assessment; 3) significant delays in at least two of the five targeted developmental areas (perceptuo-cognitive, fine motor, gross motor, speech/language, and personal-social/adaptive). There is no direct financial charge to the families. However, families are expected to contribute to the program through transportation, donations of small supplies and snack foods, and volunteering in the center. The staff believes that the families who do make some investment in the program in these relatively small ways are the ones who are able to draw the most from the services offered to them.

The children attend the center based program in groups of 5 to 7 for two half-days each week. Each child has an individualized educational program (IEP) consisting of goals and objectives based upon his developmental levels in each of the five targeted areas (listed above). Developmental levels are determined based on comprehensive evaluations completed by the appropriate professionals. Those IEPs are carried out by the lead teacher and teaching

assistants under the supervision of the professional staff. Each professional staff member designs the IEP and trains the paraprofessional in the target area associated with her area of specialty (i.e. school psychologist works with perceptuo-cognitive; physical therapist with gross motor, etc.). Each child sees each professional on the average of once every-other-week (variations depend on the child's individual needs). The center day is organized so that each child recieves one-on-one intervention in each target area as well as small group stimulation and incidental learning, especially in the areas of socialization and communication.

Home-based intervention is offered in addition to center-based when it is appropriate to the family's needs. The home sessions focus on training the child/parents/families in specific skills, or on parent support/emotional counseling. Most home sessions are carried out by the coordinator/school psychologists.

The Parent Information Centers (PIC) in each county are based in the Birth-through-Three centers. Staffing for the centers is a cooperative effort of the regular Birth-through-three staff and parent volunteers. The three basic components of the PIC are providing parents with information about their rights, providing information to parents about where and how to get other services as needed, and the coordination of specialized training for parents such as providing respite care and extended family interactions.

Since the inception of the Birth-through-three program in 1981, data on the progress of the children enrolled has been maintained through a pre-test/post-test procedure. Research has been made a priority because of a belief in the importance of efficacy studies in early intervention. Philosophically, it has been accepted that the earlier appropriate intervention programs are initiated, the greater the handicapped child's chances of developing to fullest potential. Practitioners presume that changes can be made to occur in the child, the caregiver, the family, and the environment. However, whether specific abilities can be modified and to what extent is an empirical question rather than a philosophical one.

Adequate evaluation of intervention programs are difficult to achieve, not only because of the differences among the handicapped children, but also because the specific handicaps add even more variability. Therefore, it is difficult to establish scientifically adequate control groups that are comparable to groups of handicapped infants in any treatment program. In addition, there are ethical issues involved in balancing the need for further information in general, and in providing treatment. Although research methodology and ethical issues make efficacy research with handicapped infants difficult, such research must be conducted if professionals are to have confidence that various psychoeducational and/or therapeutic interventions are, in fact, therapuetic.

Therefore, the purpose of our on-going study is three-fold:

1) To document the effectiveness of intervention with severely handicapped

children in the present project. It is recognized that any intervention program has many components which contribute to the program's level of effectiveness. In this paper, only data collection and analysis of child progress is presented. No attempt is being made to generalize to the broader population.

2) To present practical strategies for data collection and analysis which attempt to address the need for more rigorously controlled studies. It is recognized that there is difficulty in balancing the need to provide appropriate intervention services and to obtain adequate documentation of effectiveness. Possibly by sharing strategies, the balance between the two goals will be more compatible.

3) To stimulate further research in the area of early intervention with severely handicapped children.

Pre-test/post-test data was taken on all children. The Memphis Comprehensive Developmental Scales and the Program for Early Attention to Children with Handicaps (PEACH) were used. Testing was done when the child entered the program or at the beginning of the intervention period, and repeated when the child left the program or at the end of the intervention period.

Testing was done in each developmental area by the associated professional. That is, fine motor was done by the occupational therapist, gross motor by the physical therapist, language by the speech/language pathologist, cognitive and perceptual by the school psychologist, and personal-social by the lead teacher. (Personal-Social was completed by parent report.) Tester reliability was checked by bringing in qualified professionals not familiar with the children to retest, controlling for "teaching the test". All reliability correlations were above .90. (Full information on the reliability study is available on request.)

This study is a quasi-experimental design. Rather than using a control group, each child's "expected gains" were compared to his actual gains. Therefore, each child served as his own control. Expected gains were determined by dividing the pretest developmental age by the pretest chronological age, then multiplying by the number of months of intervention. For example, if a 4 month old child has a developmental age of 2 months, and is in the program 8 months, his expected gain for the 8 month period is 4 months. It is assumed that successful intervention will result in actual gains significantly higher than expected gains.

The data presented on the following pages covers only the first two years of the project (further data will be made available at the presentation). For the attached data, 23 children between the ages of 5 weeks and 42 months were studied. Intervention included a center-based program for 3 1/2 hours, two days per week, plus individualized home support programs. Nine of the 23 children could be classified as severely mentally retarded (Down's Syndrome, hydrocephaly, unknown origin). The remaining children were multihandicapped (combinations of cerebral palsy, mental retardation, severe neurological

impairment, blind/visually impaired, severe behavior disorder, autism, seizure activity, congenital anomolies, dwarfism, Pierre Robin Syndrome, and tracheostomy).

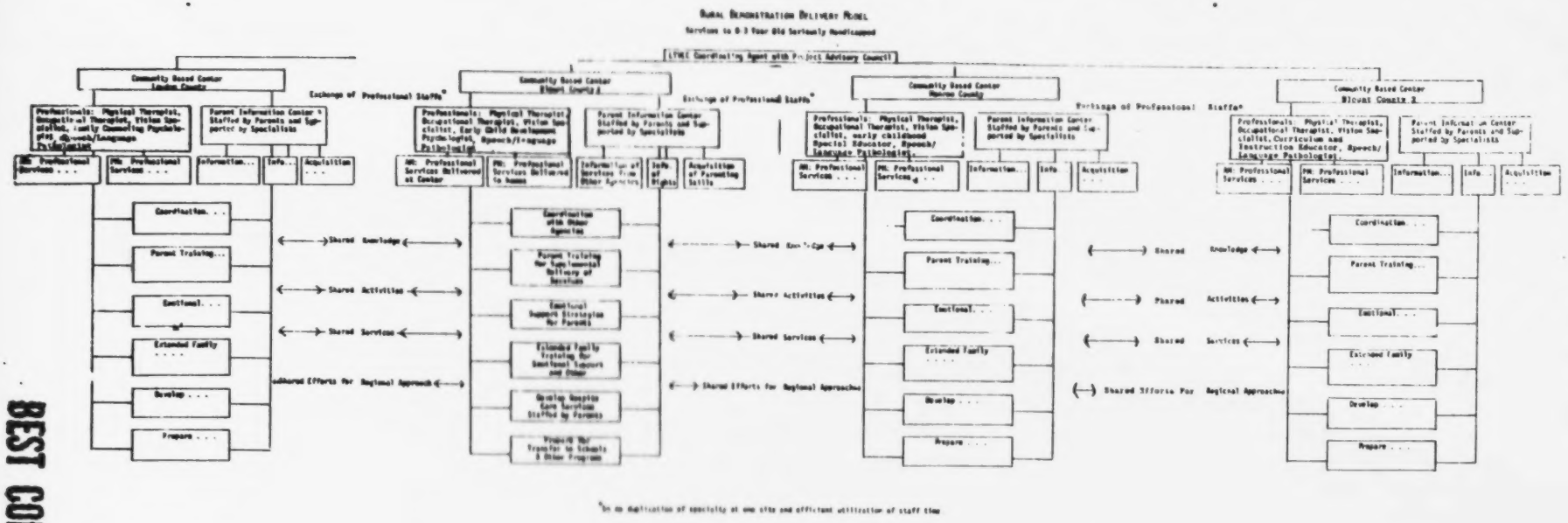
In addition to the test score data, demographic data has been collected on each child. Multiple regression techniques have been used to analyze this data. A sample of the findings ("severity of handicap") is attached.

As can be seen on the data summary pages, gains in Perceptuo-Cognitive, Language, and Gross Motor skills were consistently significant. This trend has continued through the additional three years of the project. Fine Motor and Personal-Social have continued not to be significant, although approximately half of the children tested do exceed their expected gains in those areas. The fine motor scales employed appear to measure primarily distal motor skills. Subjectively, it seems that fine motor development was primarily proximal for these subjects during the intervention period. This seems to be supported by significant gains found in Gross Motor. Also, as previously noted, Personal-Social skills were measured by parent report. It may be that in some cases the scores were more reflective of changes in the parent's perceptions than of actual skill changes for the child.

The results reported tend to support the following trends:
1) Since second year Memphis scores were significant, one might infer that first year gains were not necessarily related to novelty of the program;
2) It appears that we are beginning to provide communication skills to the profoundly handicapped group. Perhaps with increased communications skills, gains will also become apparent in cognitive development.

Some problems inherent to this and similar studies should be noted. First, it is extremely difficult to find a reliable instrument which is sensitive enough to pick up the changes in this very young, severly handicapped group. (The Memphis is measured in 3 month increments; the PEACH is in 1 month increments below 12 months developmental level, and 3 months thereafter.) Second, the N for this data is very small and the standard deviation is large. Given the nature of the population, it is suspected that a larger N will still have a large standard deviation.

Continued refinement of the Birth-through-Three intervention procedure, and research on the success of that intervention, is on-going. The regional cooperative administrative structure, coupled with the employment of highly qualified professional staff, appears to be a productive, cost-effective model for providing educational services to young handicapped children in rural areas.



*In an duplication of specialty at one site and efficient utilization of staff time

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LITTLE TENNESSEE VALLEY EDUCATIONAL COOPERATIVE

BIRTH-THRU-THREE PROGRAM

SUMMARY OF TENTATIVE RESULTS

A. The Memphis Developmental Scales were administered to 15 children on a pre-test - post-test basis during the first year of the project. The intervention period was 4 months. A correlated t-test (one-tailed) was used to compare expected and actual gains for each of the five developmental domains measured by the Memphis. Results were significant in:

Perceptuo-Cognitive Skills	($p < .0215$)
Language Skills	($p < .0025$)
Gross Motor Skills	($p < .0175$)
Personal-Social Skills	($p < .048$; we consider this "borderline" significance)

Fine Motor development was not found to be significant.

B. During the second year of the project, 9 children (who had continued from the first year) were again administered the Memphis on a pre-test - post-test basis. The intervention period was 8 months. Significant gains were found in:

Perceptuo-Cognitive Skills	($p < .012$)
Gross Motor Skills	($p < .008$)
Fine Motor Skills	($p < .020$)
Language	($p < .054$; borderline)

Personal social was not significant.

C. The PEACH Scales (Program for Early Attention to Children with Handicaps) were administered to 23 children on a pre-test - post-test basis during the second year of the project, Results were significant in:

Conceptual Skills	($p < .024$)
Perceptual Skills	($p < .019$)
Language Skills	($p < .013$)
Gross Motor Skills	($p < .038$; borderline)

Fine Motor and Personal-Social were not significant.

D. The same children and data reported in section C above were grouped according to severity of handicap.

For the children classified as Moderate (N=7), the number who exceeded expected progress were:

Conceptual	4
Perceptual	6
Language	5
Fine Motor	5
Gross Motor	5
Personal Social	5

For the children classifled as Severe (N=12), the number who exceeded expected progress were:

Conceptual	7
Perceptual	9
Language	9
Fine Motor	7
Gross Motor	6
Personal-Social	6

For the children classified as Profound (N=5), the number of children who exceeded expected progress were:

Conceptual	1
Perceptual	2
Language	5
Fine Motor	0
Gross Motor	2
Personal-Social	2

Jeff Wright, Teacher
Wildwood Middle School
200 Cleveland Street
Wildwood, Florida 32785

Nancy Robbins, Teacher
Centennial School
P. O. Box 347
San Luis, CO 81152

Mastery in learning implies the facility and confidence, judgment and strength, and command of knowledge and skills achieved through education. Mastery in learning means increasing each student's opportunity to acquire depth in subject matter, to organize knowledge to solve problems, and to apply what is learned.

Having completed eight months of work with schools in the pilot project, sufficient information is available to suggest the conditions needed in schools if "mastery" is to become the standard for judging excellence.

Faculty members in five schools - one hundred and eighty teachers, principals, specialists, and other school-based practitioners - are participating in the pilot phase of the NEA Mastery in Learning Project. They work with 3,045 students, kindergarten through ninth grade. A high school will be added to the Project this spring. By design, the population is racially, ethnically, and socio-economically diverse. In each school, work is underway to define the conditions necessary if mastery, as defined by this Project, is to become the standard.

Initiating activities are complete in each school: priorities and work plans established, an organizational structure in place. Each faculty's plan evolved from the "School Profile" and the "Faculty Inventory." These two processes produce helpful information for faculty planning; however, significantly richer data will be generated through revisions now underway.

In each school, several action plans have been developed based on the Project's conceptual scheme/planning guide. Assisted by central project staff and colleages in the research community, faculties are using a variety of improvement strategies and professional development materials to implement their action plans. Particularly important to this work are: relevant research findings, tested improvement plans from other schools, and practical suggestions from recent reform literature. Much is being learned in these schools about creating the conditions necessary for achieving mastery.

At first teachers are uncomfortable when asking to assume the initiative for resolving school problems; however, once they accept their empowerment to effective school improvement, they become active, involved participants in the change process. In each of the pilot schools, teachers are examining and sharing information, formulating research questions, establishing task forces, and testing new strategies to meet their stated objectives. The collegiality resulting from these cohesive interactions is nurturing and rewarding.

Several specific observations can be made:

* Local school faculties are not accustomed to being asked serious questions about their schools. At the beginning of the Faculty Inventory process, the focus was on auxiliary matters such as dirty hallways; later in the process, responses were more directely related to topics that affect learning and teaching - the effects of undesirable physical conditions on learning and teaching. In the short time the Project has been in place in the schools, faculty members have grappled with a wide range of serious school issues. While continuing to be concerned about work in their classrooms, faculty members are seriously confronting issues that affect the total school. A feeling of "faculty" is emerging.

* Initially, teachers are very uncomfortable with the open nature of the Project's design. They expect Project staff to direct them, define the topics for work, organize procedures. Such advice has not been given. Instead, staff and consultants continue to remind these faculties of the information generated about them and encourage their using those data to begin work. Each pilot school faculty has created an organizational plan, identified sub-projects related to their stated problems and the conceptual scheme, and determined the approaches for addressing these issues.

* At the inception of the Project, improving or changing teaching was not an identified priority; later, all faculties created at least one sub-project that impacts on teaching. Apparently, the initial focus is on improving others; later, on improving ourselves. Given what is known about hierarchies of needs, this was not an unusual occurrence for the Project's early stages.

* Members of these faculties are very concerned about low levels of parent support for their children's learning.

* Improving student discipline, although often mentioned by teachers in these schools as a goal, does not seem a priority for action. Discipline plans being designed encourage learning, feelings of self-worth, and responsibility rather than punitive systems to punish inappropriate behavior.

* These teachers are becoming increasingly aware of the "Pygmalion Effect" - that their perception of a student's ability is closely related to how that students achieves.

* There is great concern about mandates from outside of the school and the deleterious effects of these policies and actions on students. Most frequently mentioned: testing and the way it affects the curriculum, instruction, and student attitudes about what is important to learn.

* The Curriculum Areas Survey (part of the School Profile) indicates all schools place high priority on reading and math, low priority on the arts; other subjects cluster around the middle. Most faculties are concerned with issues of curricular inclusion/exclusion and the need to balance mandated subjects with other priorities.

* In schools where curriculum plans are clear, orderly, and specified, faculties desire more flexibility; where there is less specificity, faculties want more order and direction.

* With the exception os the school district's central office staff, some dissatisfaction with the curriculum has been expressed. Two comments characterize the responses to the Curricular Areas Survey: The curriculum is imbalanced; the curriculum is "bloated".

* Most faculty members think they have insufficient involvement in curriculum decision-making. Even in situations where teacher representatives serve on system-wide curriculum committees, widespread feeling exists that decision makers do not understand the needs of students in the schools.

* As reflected in the Faculty Inventory, staffs are positive about recent school improvement efforts. With few exceptions, they see these actions as originating outside the school, usually from a central office. When the faculty is involved in creating and implementing an improvement, they are very proud of the accomplishment. Such improvements usually concern enriching the curriculum or providing a new service to students.

* Teachers are dissatisfied with the degree of commitment students bring to their studies. Teachers in the pilot schools are beginning to attribute this "apathy" to the nature of the program, how it is offered, and the uniformity of the school's operation. They are also discussing the lack of teacher-planned options, few student-designed choices, the need for flexibility in grouping, lack of significant feedback to students, and the desirability of helping maturing students become more independent learners.

* In all of the pilot schools, uniform unhappiness is expressed about teacher evaluation. Assessment is not viewed as fair, useful, rewarding, or as a tool to improve instruction. The evaluation systems in all of the schools are based on a check-list format, although some use a narrative for the formative stages of assessment.

Completing the Pilot Phase of the Project.

The second phase of the pilot year is now underway. Resources are being selected, screened, evaluated, and disseminated to assist faculties implement their priorities. To provide this assistance, the Mastery in Learning Project has created a resource bank, TRaK, Teaching Resources and Knowledge. TRaK contains materials from three sources: educational research, tested classroom applications of improvement plans reported by teachers, and suggestions for reform taken from recent proposals for school improvement. The focus is on teahcing, learning, and curriculum, and the conditions that must be in place if students and teachers are to focus on mastery in learning.

Every school is engaged in a number of ongoing action projects. At least one of these has resulted in a noticeable improvement in a problem identified by the staff as requiring urgent attention. Enthusiasm is high, the ownership of the Project is now theirs. And, excitement is mounting about next year, when these faculties can share their ideas and experiences with the eighteen new schools joining the network.

THE DEMONSTRATION PROJECT - 1986-1989

Three subjects are treated in this section: the program to be offered in the demonstration schools including staffing, the methods used to select the eighteen schools in the network, and the ways in which the project will be financed.

Program

Following agreement to participate in the Project, each school assumes three responsibilities. First, each faculty must conduct a secret ballot to approve participation in the Project. At least 75% of the faculty must vote affirmatively. The second and third responsibilities, more fully described below, require every faculty member's participation in the Faculty Inventory Process. In addition, once an action priority has been identified, the faculty study group must examine current research, tested programs, and ideas from professional literature before taking action. The Mastery in Learning Project will never specify that a problem must be resolved in a certain way. The Mastery in Learning Project does specify that the faculty consider current, available information about the issue before designing and implementing the solution.

Each school in the network begins participation in the Project with the School Profile and the Faculty Inventory. Volunteers from three groups, teachers, students,a nd parents, provide some of the information for the Profile. The other two groups responding to the structured interview questions forming the Profile, site-based administrator (s) and central office curricular staff, are selected and do not volunteer. Participation in the Faculty Inventory is required of all faculty members and takes six hours during two or three days. These two processes provide the members of the faculty with priorities for improvement and change based on the needs and judgments of the entire faculty. (We learned in the pilot work that the Faculty Inventory is well-liked by teachers, "... best inservice education I ever had..." was a typical remark.)

Each school will have an assigned, region-based Project Consultant, employed on a quarter-time basis. The school faculty and the Project headquarters staff will jointly recruit and appoint this consultant. Students enrolled in advanced degree programs at a nearby university, or experienced teachers interested in a part-time assignment will be employed. All project consultants will have been successful teachers.

The faculty will work with the Consultant on the School Profile and the Faculty Inventory just prior to and during the first weeks of the school year. Interpreting the data and using it to develop site-specific projects is the second phase of the work. The Project Consultant is, therefore, with the faculty for sustained periods of time in September and October.

Step three of the Project involves initiating several sub-projects at the school and providing resources, usually from TRaK, to help faculty work groups understand available options. In step four the Project Consultant assists the faculty to create strategies to achieve their objectives.

Time for teachers to engage in the Project will be drawn from days reserved by the school system for staff development, from a time bank established for the Project, and from time volunteered by individuals. Also, different school organization patterns will be explored for their potential to provide time for teachers to engage in research and development work. Facilitating this work, and securing the resources the school staff needs requires that the Project Consultant be in the school about one week per month. In addition, the Consultant will spend time adopting/adapting resources for the school.

Planning, coordination, and oversight for the development of these strategies will come from faculty representatives elected to an MILP Steering Committee. This committee should be representative of the faculty and include the principal or another site-based administrator. The Consultant's time for working with the steering group has been allocated in the above steps.

Consultants will also be responsible for documenting the school's work and for writing for professional journals and the general press to assure that a variety of audiences benefit from the school's program.

Project consultants will receive considerable support from staff at Project headquarters and from resources obtained from educational laboratory and research centers. The Labs and Centers with whom we have worked during the pilot phase have been extraordinarily generous with their assistance. Since helping practitioners use the results of research efforts is part of the mission of these federally-funded laboratories, their continued and expanded cooperation with the Project is anticipated. See the Project brochure for a listing of those laboratories and centers cooperating with the project.

The central MILP Project staff will be small: a director, professional associate, two half-time interns, and support staff. As needed, the permanent staff will be augmented by part-time consultants, including teachers from pilot schools. After sites are selected and Consultants employed and trained, the headquarters staff will be responsible for coordination, evaluation, quality control, reporting results to target audiences, and for building, maintaining, and disseminating the knowledge base resources (TRaK) that Project Consultants will use with individual schools.

Financing the Mastery in Learning Project

Per school cost will be $27,100 for each year. The budget for each school:

Project Consultant including travel costs (This person will be based at the site)	$8,250 (.25 FTE)
Substitutes and per diems for faculty work groups	5,000 (100 days @ $50)*
Materials for faculty	2,500*
Share of the Project's central resources including consultante and the TRaK data base	8,350

Assistance from research and development institutions (Labs, Centers, others)	$3,000

Funds shown with an asterisk (*) above remain with the school to be spent at the discretion of the Project Steering Committee.

A few assumptions about funding are important:

* A variety of groups and institutions should support the Project to demonstrate that school improvement is important to a number of committees.

* This work will demonstrate the power of the local faculty to improve schools significantly. The outcome will demonstrate to policy makers and rule setters alternative approaches to school improvement other than the more centralized one that characterizes many recent efforts. Morale will improve. Teachers will be more effective. Students will be more able learners, better equipped to master important academic content and life skills. Since these outcomes are important to Association members and leaders, NEA and its Affiliates should be seen as major actors.

* In several cases, groups having large stakes in the action, particularly local teachers associations and parent organizations, having limited resources. Although the amount they contribute may be small, they must share ownership in this work.

* Local school boards should provide resources since the school selected from their system will benefit greatly from involvement in the Project. Other schools in the district will also share benefits from their system's involvement. Similarly, state departments of education also have a stake in the outcomes of this Project.

* The research community should support the Project since the network of NEA demonstration schools will provide places to implement findings and a national forum to inform a broad audience of their work.

* Philanthropic organizations, specializing in local improvement efforts, should also participate in funding since they will realize local goals through this program and will also contribute to the larger national interest in educational excellence.

Given this conception of funding and the financial requirements to conduct the Project at each site, the following sources of funding are necessary:

Source	Site Cost	Total Cost	%
NEA Support	$ 8,350	$200,000	32
Grant from State Association	1,000	24,000	3
Regional Lab and R and D Center In-Kind Contribution	3,000	72,000	11
Local Association Contribution	300	7,200	1

	Site Cost	Cost Total	%
School District Site Funding	$ 5,000	$120,000	18
Philanthropic, State Dept., or Other	9,150	219,600	34
TOTALS	$27,000	650,000	100%

N E A M A S T E R Y I N L E A R N I N G P R O J E C T

PROJECT UPDATE

More is now known about teaching, learning, and curriculum than ever before. This knowledge can now empower educators to help students realize their potential. NEA's Mastery In Learning Project helps school faculties create the school climate and conditions necessary for students to master important knowledge and skills.

Five schools are now working with Project staff and advisors to develop, test, revice, and use a variety of improvement strategies and professional development materials. In this initial year each faculty is focusing on the first three activities listed below; in subsequent years the fourth task is addressed.

1. Creating a descruption of the school - academic program, instructional style, students, and the conditions that influence learning and teaching. Through structured interviews, students, parents, teachers, the school's administrative team, and district officials provide the data for the profile.

2. Establishing faculty priorities on teaching, learning, curriculum, and the school's climate. Several interactive procedures have been developed for use in this inventory process.

3. Reviewing resources to address the faculty's priorities; e. g., research on teaching and learning, reports of good practice, and the ideas of thoughtful educators about the concept of mastery.

4. Preparing, evaluating, refining, implementing a school improvement plan that focuses on high, relevant standards for students.

Because of the work in these pilot schools, several new tools to help faculties are now available. These include the School Profile Structured Interview Questions; the six-hour Faculty Inventory process, including a detailed questionnaire about teaching, learning, program content, and school life; the TRaK Resource Bant - carefully selected materials designed to provide a knowledge base for faculties to use to develop programs for students; and a conceptual scheme; the Mastery In Learning Planning Guide, for use by others engaged in school improvement projects.

Faculties in the pilot schools are now gathering information about improved practice and developing new approaches to help students achieve mastery. There are twenty-eight such projects. These include:

* An experiment in which classes in two subjects, art and social science, are combined to help secondary students better integrate subject matter;

* Several mini-research studies and action plans to foster such higher-order thinking skill as problem-solving or creativity;

* A project to upgrade student writing abilities focused on improving composing, revising, and editing skills;

* An examination of the effects of teacher expectations on student achievement;

* An analysis of teacher-designed student tests to make them more effective;

* A project to help teachers enlarge their repertoire of those teaching skills that promote mastery; e. g., inquiry, concept attainment, scenarios.

Faculty members report that their work with the Project is already helping them to help their students achieve greater depth of understanding of subject matter, to be more active participants in the learning process, and to use what is learned in problem solving.

The schools participating in the pilot phase are:

CONEJO ELEMENTARY SCHOOL, Thousand Oaks, California
GREASEWOOD BOARDING SCHOOL, The Navajo Reservation, Ganado, Arizona
HILLSIDE JR. HIGH SCHOOL, Simi Valley, California
MOUNT VERNON COMMUNITY CENTER SCHOOL, Alexandria, Virginia
WESTWOOD SCHOOL, Dalton, Georgia

The program will be expanded to twenty-four schools in a three-year demonstration project to begin with the 1986-87 school year.

THE PROJECT AS PRESENTED IN A LOCAL SCHOOL SETTING

The project as developed in a local rural school site at this time has involved the following processes: (The discussion in this section evolves around the faculty and staff at Wildwood Middle School in Wildwood, Florida).

During pre-planning of 1986-87 school year, the faculty and staff, as will as representative groups of students, parents, site based administrators, and district level administrators, participated in many data gathering activities. This data was then used to form the school profile.

The process began with the entire faculty and site based administrators participating in diads and triads to find those areas that we would not want changed, as well as those we would change immediately and those we would change but would take some time and study.

After this activity, the faculty and the other groups participated in several rating scales and a Faculty Inventory.

* School Characteristics Survey
* Teaching Styles
* Professional Development
* Grouping for Instruction
* Teaching - more of a Science or an Art
* Curriculum Influences
* Strengths of Staff
* Conditions of Learning and Teaching
* Subjects Emphasized in the Curriculum

The data gathered was then used to develop a school profile which was reported back to the faculty the following week. It covered the following areas as perceived by students, parents, teachers, site-based administrators and county staff:

I. Teachers and Teaching

- A. Strengths of Staff
- B. Reliance on the Knowledge Base
- C. Use of a Variety of Teaching Style
- D. Innovation and Experimentation
- E. Monitoring Teaching Effectiveness
- F. Professional Development

II. Students and Learning - Organization of Students for Instruction

III. Curriculum

- A. Curriculum Emphasis
- B. Instructional Materials and Curriculum
- C. Curriculum Review
- D. Who Influences the Curriculum
- E. Preceived Needs

IV. School Environment

A. Conditions of Effective Schools
B. Faculty Empowerment
C. Communication
D. Climate

The process now involves a Steering Committee in conjunction with the site consultant, determining four to five priorities for short range and/or long range examination by faculty sub-groups. These sub-groups will then use current research and consultants to determine strategies to be developed to answer the concerns as determined from the data.

Amal Sahide, Lecturer in Continuing Education, Ikipujung Pandang University, Sulawesi, Indonesia

Lee Holmes, Assistant Professor, Department of Adult and Youth Education, Washington State University, Pullman, Washington 99164

Jim Hunter, Graduate Student, Department of Adult and Youth Education, Washington State University, Pullman, WA 99164

Thomas F. Trail, Professor of Adult and Youth Education, Washington State University, Pullman, Washington 99164

THE DISTANCE LEARNING PROGRAM AT IKIPUJUNG PANDANG INDONESIA:

ABSTRACT

The purpose of this study was to describe the distance learning program at IKIPUJUNG PANDANG University and to make recomendations for its improvements. The objectives of this study were to: 1) describe distance learning programs in general, 2) describe the distance learning program at IKIPUJUNG PANDANG for rural teachers, 3) identify problems related to the implementation of the proposed program, and 4) develop recommendations.

Through a review of literature, the researchers defined the concept of distance learning and characteristics of distance learning programs. A focus of the review included four general aspects by which distance learning programs are organized. The overview of Distance Learning Programs around the world was used as a basis for presenting information concerning distance learning centered concepts, principles, and characteristics. To fulfill their need for teachers, IKIPUJUNG PANDANG University has introduced a special program for continuing education and training of teachers located in rural areas. This program is called Distance Learning Program. It is a program which provides training opportunities for secondary school teachers working in rural areas. This means that the teachers can take courses without having to attend classes on the campus. The Distance Learning Program brings the class to the learner.

The Distance Learning Program at IKIPUJUNG PANDANG was implemented in 1984. The researchers were assigned the task of evaluating the initial period of the program and developing recommendations for its improvement. The major problems identified to date were: 1) student's learning difficulties, particularly those related to study techniques and problems with the self-directed learning system, 2) the problem with the development and distribution of learning modules, 3) problems related to geographic isolation, and 4) problems related to learning centers. The researchers conducted a computer search of the literature on distance learning through the Washington State University library to define the concept of distance learning, characteristics, and general aspects about which distance learning programs were organized. Interviews were conducted with a number of Indonesian faculty and participants in the distance

learning program. The conclusions from the review of the literature and survey indicated that the major problems with the University's Distance Learning program were 1) student learning difficulties, 2) problems related to the development and distribution of learning models, 3) problems related to geographical isolation, and 4) problems related to managing the learning centers. The recommendations were made to help solve these problems.

INTRODUCTION

Background Information

The Institute of Teacher Training and Educational Sciences in Ikipujung Pandang, South Sulawesi Province is one of the teacher training institutions for secondary and post-secondary school teachers in Indonesia. Ikipujung Pandang consists of six colleges. Each college is made up of several departments and each department has a degree and non-degree program. The undergraduate program requires a minimum of 144 credit hours and a maximum of 160 hours. The program ranges in duration from four to seven years after senior high school. The graduates from this program become teachers in senior high school.

The Directorate General of Higher Education of the Ministry of Education and Culture recognized that graduates in the field would need additional knowledge in their subject matter fields and improved teaching skills. However, these graduates must begin working immediately upon graduating in order to fulfill the demand for teachers. The need for teachers is particularly acute in rural secondary schools.

For the first time, non-degree program students at Ikipujung Pandang graduated in 1980. Since then they have served as secondary school teachers for two or more years in the eastern part of Indonesia.

Problem and Objectives

The Distance Learning Program at Ikipujung Pandang was implemented in the 1982-1983 academic year. Much work has been done to develop and evaluate the program. The task force at the Distance Learning Program at Ikipujung Pandang has identified problems related to the implementation of the program. The writer identified the major problem areas as 1) students learning difficulties, 2) development and distribution of learning modules, 3) geographic isolation, and 4) learning centers.

The basic objectives of the study were 1) to describe basic concepts, characteristics, and general aspects by which distance learning programs are organized; 2) to describe the Distance Learning Program at Ikipujung Pandang; 3) to identify problems with the implementation of the distance learning program at Ikipujung Pandang; and 4) to develop specific recommendations for improvement of the program.

Procedures

An overview of distance learning programs around the world was used as a basis for presenting a description of the distance learning program in Indonesia. A survey was sent to faculty members in Indonesia who were involved in the Distance Learning Program. Materials and reports concerning the Distance Learning Program at Ikipujung Pandang were reviewed. After reviewing the literature presenting the description of the Distance Learning Program, the researchers made a list of problems related to the implementation of the program and recommendations for improvement.

DISTANCE LEARNING PROGRAM
AT IKIPUJUNG PANDANG

Rationale

The Distance Learning Program at Ikipujung Pandang is one of the eleven distance learning programs in Indonesia. In 1981-1982, the Distance Learning Program was designed to improve the quality of secondary teachers in South Sulawesi Province. The basic objectives of the program are to improve the quality of secondary school teachers who graduate from the non-degree programs, and to improve the teachers' ability in teaching-learning processes.

In the 1982-1983 academic year, there were over seven thousand junior high school teachers in South Sulawesi Province. Of the total, 25% had a senior high school education. They were teaching junior high school pupils although they had merely graduated from the senior high school themselves. Based on their high school certificates, these teachers were categorized as unqualified for teaching at the junior high school level.

The same academic year, 50% of the total number of junior high school teachers in this province had certificated from PGSLP, the former teacher training institution for junior high school. A large number of them have served as teachers for more than ten years. They expressed a need to improve their teaching skills in order to improve the quality of their teaching.

The establishment of the Distance Learning Program at Ikipujung Pandang was intended to provide solutions to the problems that are faced by secondary school teachers in rural areas. Additional training enables these teachers to learn new methods and concepts. For various reasons, these teachers are not able to enroll at the university for additional training on a regular and full-time basis. The Distance Learning Program was designed to provide access for individuals who wanted to undertake university study, especially in educational sciences.

In the 1983-1984 academic year over ten thousand high school graduates applied for university admittance. Only 25% were admitted. President of the University, Dr. P. Parawansa, explained that the Distance Learning Program is intended to overcome such a problem. He stressed that the objectives of the project are to increase the university's enrollment through the open university programs and to improve the quality of teachers.

In the 1982-1983 academic year, there were over three thousand teachers enrolled in the Distance Learning Program . Their official positions varied in rank and salary. Programs offered were initially at the Diploma 2 level in the areas of natural science, mathematics, English, and home economics. Teachers were required to take basic courses in educational science as well, including teaching strategies, instructional media, teaching-learning interaction, evaluation, and practice teaching.

Students and Courses

A printed course book is the basic instructional medium used in the Distance Learning Program. The course book can be described as a learning module, a self-instruction package dealing with a single conceptual unit of subject matter. It is an attempt to individualize learning by enabling the students to master one unit of content before moving to another.

The basic module consists of three main components: the student activity booklet, worksheet, and answer sheet. The first component, the student activity booklet, includes an introduction to the course, the course objectives, learning activities, course content, and references. The worksheet component contains assignments or questions that the student is to respond to answer. The answers to these assignments are found in the third component, the answer sheet.

Each module is written by a "course team" consisting of specialists and editors in the specific subject matter field. These are faculty members at the university, who are responsible for selecting the curriculum content for the modules.

The Distance Learning Program operated at 15 learning centers located in local secondary schools. Distance Learning students attend these learning centers, usually during weekday afternoons or on Sundays, for individual study, group discussion, tutoring and examinations. Students also pick up their materials at the learning centers.

Tutoring is a technique widely employed in the Distance Learning Program. There are currently 48 tutors involved in the program, who are required to have a B.A. or Masters' degree in education with major emphasis in the subject matter field they tutor.

The students who completed their examinations at the end of the first year of their program did well. Over 90% passed the final examination in their subject matter area and in basic education. This is similar to the results of conventional education at the university. Tutors noted that, even with the difficulties of geographic displacement and problems with development of materials for the first year, the motivation of Distance Learning students was very high.

PROBLEMS AND THEIR RESOLUTION

Student's Learning Problems

The most obvious characteristic of distance learning is that students are not on campus. They are physically distant from the teacher for most of the learning-teaching period. Students of the Distant Learning Program in Indonesia still have problems reading and writing, which they feel they need to improve in order to succeed in their learning activities. A major problem is that of managing their own learning effectively, particularly in scheduling and using time. The total time that most teachers have available for part-time study each week may be no more than ten to fifteen hours.

The curriculum of the Distance Learning Program requires that the distance learning students take an average of ten credits each semester. Survey results indicated that managing time, according to the students, was a major problem.

Problems Related to Learning Modules

On the part of the university, a major problem was the fact that the development of learning modules is behind schedule, because the faculty members are busy with other duties and lack time for writing these modules. It is also reported that because of the lack of qualified personnel and resources, the duplication and distribution of learning modules frequently lags behind schedule.

Members of the learning task force also cited the faculty members' contribution as the weakest component in the program. Creating a learning module that meets the criteria for good distance learning materials, which is an effective teaching tool, requires a high skill level. Because faculty members have not had the experience of writing learning modules, they often do not meet the basic criteria.

Problems Related to Geographic Isolation

Students in Distance Learning Program are at a distance from their educational institution, their teacher, and their peers for most of the learning-teaching process. It is clear from the Indonesian case that, because of the geographical isolation and the problems that creates, distance learning students have some particular needs and require special help. One of the major problems cited by students is that both they and their tutors at the district centers need to meet with faculty members of the university who write learning modules. They need from faculty more information concerning the content of the learning modules and other information related to their learning difficulties.

The task force of the program has planned that every semester faculty members who write learning modules meet with distance learning students in provincial districts to conduct face-to-face instruction and to discuss learning difficulties that distance learning students experience. The first indications are that this plan is reducing some of the problems brought about by geographic isolation.

An additional problem is the need in improving training for tutors who work with students at the district centers. Most of these teachers have not received training in educational methodology and both students and tutors have requested assistance. SUMMARY

Problems Related to Learning Centers

Learning centers are one form of support service for distance learning students. Distance learning students attend the various 15 centers, usually during week-day afternoons or on Sundays for individual study, group discussion, tutoring and to take examinations. Learning centers are also the places where the students pick up their learning modules and supplementary materials. The learning centers provide a support for students while offering a meeting space. While the facilities may be limited or not quite appropriate to students' needs, at least one student need has been met by the learning center.

A major problem encountered in the Distance Learning Program has been that some students have difficulty attending learning centers regularly because they live far from them. There appears to be a high correlation between attendance on a regular basis at the learning centers and distance from the learning center. Students who live far from the learning centers have indicated that perhaps additional materials and guidance could be given to them to organize their time more effectively when they cannot make the trip to the center.

SUMMARY AND CONCLUSIONS

Distance learning is a system of providing education for students without their having to attend classes on a regular, full-time basis at a conventional educational institution. [Holmberg, 1981]

A Distance Learning Program was established at Ikipujung Pandang, Indonesia to: 1) overcome the limitation of space faced by conventional educational institutions , 2) provide an opportunity for teachers to continue their studies, 3) provide educational opportunity for teachers in geographically isolated areas, and 4) deliver a cost-effective program compared to conventional delivery methods. A much higher proportion of the teachers are employed, married, or are older than the average university student. Academic achievement of the teachers in the program is about the same as regular university students. [Wedemeyer, 1982]

The teachers select a Distance Learning Program based upon their educational needs. Four basic categories of instructional media used in the program are: print, audio-visual, practical work and interpersonal communication. Print is the most important and commonly used medium in the program. Academic achievement of the teachers was about the same as regular university students.

The following conclusions were reached.

1) The general objective of the program at Ikipujung Pandang is to support educational development and innovation in rural Indonesia.

2) In the short-run, the objectives of the program are to improve the quality of secondary school teachers who graduate from non-degree programs. For the long run, the objectives are to increase university student enrollments and to improve the quality of teachers.

3) Learning modules supported by tutorial activities were the instructional media used in the first year of the program.

4) The implementation of the program is now in it's second year and some problems need to to be resolved. These are: a) student learning difficulties, b) problems related to the development and distribution of learning modules, c) problems related to geographic isolation, and d) problems related to learning centers. Recommendations for resolving the problems were made.

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Darrol Collins
Teaching Research Division
Oregon System of Higher Education
Monmouth, OR 97361

National Rural Teacher Education Conference
October 7-10, 1986

ABSTRACT

For the past ten years Teaching Research has been a key provider of training to paraprofessionals/aides in the State of Oregon and numerous other states. This training provided to paraprofessionals or educational aides has proven to be uniquely suited to the needs of such personnel working in the various roles they assume within a rural based state like Oregon. The role of the paraprofessional appears to vary within and between states. Some work in traditional classroom aide roles with a certified teacher in one classroom. Others have a more independent responsibility as rural model aides where they work under the supervision of a certified teacher but have major responsibility for implementing assessment, programming and evaluation activities. Still others function as home trainers or parent/family trainers.

Teaching Research has developed both the content and the training procedures to develop basic skill level for paraprofessionals regardless of their particular role assignment. The content of the training is based on the Teaching Research Data Based Classroom Model which received national validation through the Joint Dissemination and Review Panel as an exemplary educational model. This model is designed to meet the needs of educators serving moderately and severely handicapped students and has been replicated by over 1,500 educators across the U.S., in Canada and Australia.

The training procedures are drawn from the Teaching Research Training Model which received national validation through the Joint Dissemination and Review Panel in 1979 and again in 1985. The training model is comprehensive and incorporates many documented best practices which will be described during the presentation.

The presentors will present and illustrate major components of the Teaching Research Data Based Classroom Model; opportunity will be provided for session participants to actually obtain "hands on" experiences with selected materials and

procedures utilized in the paraprofessional training program. Videos will be shared demonstrating various roles performed by paraprofessionals trained in the Data Based Model.

Specific procedures for training paraprofessionals will be described and demonstrated. The presentation will conclude with a presentation of data for paraprofessionals during their training at Teaching Research and at the time of the in-field follow-up/technical assistance visit. Brochures and other descriptive take-away materials will be available for participants.

William C. Shreeve, Ed.D., Chair, Department of Education, Eastern Washington University, Cheney Washington 99004
Judy Nicely Leach, Ph.D., Assistant Professor of Education, Department of Education, Eastern Washington Univ., Cheney, Washington 99004
Correen M. Morrill, Ph.D., Professor of Education, Department of Education, Eastern Washington Univ., Cheney, Washington 99004
Sharon J. Colby, School Board Director, Liberty School District, Route 1, Box 33E, Spangle, Washington 99031
Muriel Rogie Radebaugh, Ph.D., Assistant Professor of Education, Department of Education, Eastern Washington Univ., Cheney, Washington 99004

Substitute Teachers - Walk Tall

It is 6:45 A.M. Nancy wakes up to the ringing of the phone. Mr. Johnson, principal at Madison High School on the far north side of town, is calling to inform her that she is needed today as a substitute teacher. Report for work by 8 A.M.

As Nancy stumbles into the shower, her mind is racing. Should she wear her gray suit or would slacks be better? The freeway runs in the direction of Madison, but which exit is the right one? What kind of classes will she have, what kind of students? Will she be expected to teach English, biology, P.E.? As she hurries to get ready she wonders, "Who am I today? Can I walk tall today?"

Every school district, regardless of its size, employs substitute teachers during the school year. Estimated averages for substitute teacher time in the classroom have ranged from seven to ten days per year (Drake, 1981. Kraft, 1980). Students spend from five to six per cent of instruction time with substitutes.

Substitute teachers are an important part of the educational team and need to see themselves as such; but substitutes are struggling with a poor image. The general opinion seems to indicate that when substitutes are in the classroom, education is put on hold. Who has this image? Is the image accurate? If it is, how can it be changed? If not, who perpetrated it?

To explore these questions, the Eastern Washington University Department of Education Council for Educational Issues recently conducted an informal survey among substitute teachers and full time teachers in classes at Eastern Washington University. The purpose was to see how substitute teachers were viewed, both by themselves and by full time teachers. Their responses revealed some interesting issues.

SUBSTITUTE TEACHERS RESPOND

When certified teachers who substitute teach were asked how they perceived their own image, the results indicated about half viewed themselves as professionals. The other half described themselves variously as fill-ins, strangers, outsiders, entertainers, and necessary evils.

When asked how the students perceived them, over 70 percent of the substitutes answered in a negative manner. They strongly believed that the students perceived substitutes as someone to test, "to take advantage of". A few thought the students viewed them as babysitters, policemen, or even "less than human".

Less than one quarter of the substitutes thought other teachers perceived them as professionals and as colleagues. Over 75 percent felt other teachers considered them as less capable, not able to get a regular job, or having it easy with less responsibility. Again, terms such as outsider, babysitter, and policeman were mentioned. At least two of the substitutes said they had been greeted by teachers with, "And who are you today?". One substitute admitted, "That makes me feel like a nobody".

The administrators were thought to have had an indifferent view of substitutes, considered them to be fill-ins, temporary help, or even invisible, One substitute asserted that he/she didn't feel the administrator "thinks much of anything except to get 'someone' in the classroom".

A review of the survey's results strongly reflected a negative attitude. Half of the substitute teachers had a poor view of themselves. Three quarters felt others (students, other teachers, administrators) thought poorly of them.

FULL-TIME TEACHERS GIVE THEIR VIEWS

When the same survey questions were answered by full-time teachers, a different picture emerged. A majority of the teachers viewed substitutes as capable, qualified, professional and courageous. Nearly all of the teachers thought the administrators had a good opinion of substitutes. Most teachers believed the substitutes regarded themselves as professionals who were welcome in the schools.

Only where students were concerned did teachers tend to agree with the substitutes. They thought that the presence of substitutes signaled students to play around and to take advantage.

The job of substitute teachers comes with certain built in problems and frustrations. From necessity, substitute teachers are usually called in on short notice. They have little or no time to prepare for instruction and must rely on the plans left by the regular teacher or their own "bag of tricks". Add to this the likely problems of unfamiliar buildings, unknown routine procedural matters, and students who are strangers. The substitute teacher may be at a serious disadvantage.

A substitute teacher who takes control of a situation can do much to overcome these problems. When the substitute teachers were asked what advice they would give another substitute, they said: be firm, be prepared, and be confident. A substitute needs to be well prepared for whatever the day may bring, and needs to posses a confident manner. The very attributes that help a substitute to perform well in the classroom should also help the substitute to be assured and feel good about the job.

Substitute teachers have a poor self image that is not necessarily deserved and not necessarily reflected by others. Even when the substitute teachers think they are good teachers or are doing a good job, they don't necessarily think that others feel that way about them. The substitutes seem to think that others look down on them and do not consider them as good as full-time teachers. If the substitutes want to improve the image of their jobs, they need to start by improving their own attitude and how they see themselves.

Anyone walking into a school with a poor self image can expect reduced success. It doesn't have to be that way. There are things a substitute teacher can do to learn to "walk tall" and be successful.

RECOGNIZING THE PROBLEMS

First a substitute should learn to recognize some to the factors that contribute to a poor self image. When these factors are brought out in the open, it becomes easier for a substitute to try to deal with them.

There are certain elements present that may undermine the confidence of substitute teachers. Lack of knowledge about lessons, procedures, buildings, and students may cause substitutes to feel unsure of themselves. Always having to report for duty in new, unfamiliar situations can be nerve racking.

Identity can create problems for substitute teachers. Full-time teachers tend to have a strong identity link to their jobs. By their choice of materials, decorations, seating arrangements, etc., each teacher creates a unique atmosphere within their classroom. The teachers stake their claims and the schools become territorial. When substitutes enter a classroom, they have no personal territory. They are sharing another teacher's identity and another teacher's territory.

Often substitutes have difficulty measuring the success of their jobs. Usually they are not in one place long enough to see the results of their teaching. Short term successes are generally thought of in relation to "babysitting" or other less respected and less fulfilling aspects of their jobs. Substitutes are seldom evaluated and seldom get sufficient feedback to fully understand how they performed.

Many substitute teachers want to be full-time teachers. Substitute teaching is a stepping stone to their goal, therefore, substitute teaching is not a "real job". The word substitute, or sub, seems to imply "less than" or even inferior. The final blow comes when substitute teachers are paid a lesser amount than full-time or "real" teachers.

Substitutes need to feel important, to feel that their job is worthwhile. Unfortunately, the lack of predictability and continuity works against those feelings. Instead, substitutes may find themselves living in a defensive state.

WHAT SUBSTITUTES CAN DO TO MAKE CHANGES

After identifying some of the problems, the next step for substitute teachers is to change their perspective. It is time to stop feeling defensive and to consider some assertive ways of changing the situation.

The substitute teachers' attitudes may be the place to start. Substitute teachers need to assume an attitude of assurance and of confidence - - and demonstrate it to the teachers, staff and students. They should socialize on an equal basis with other faculty members - pay attention to signs of friendliness from the full-time teachers rather than looking for slights or put downs. "Who are you today?" may be nothing more than an attempt at opening a conversation.

It may prove beneficial if substitute teachers change the way they view success. If substitutes aren't around long enough to see long term results, they should start defining success on a day to day basis; avoid defeats by setting short term achievable goals, e.g. noting the objective of each lesson as it is met; learn to recognize and take credit for small successes at the end of each day by writing a note to the full-time teacher; describe the day in a positive way; emphasize the objectives which were met, successes achieved, and anything special that was done with the class. Substitutes should consciously allow themselves to feel good about the day. Perhaps they could even give themselves a small reward for a job well done.

To increase one's confidence, there are several things that substitutes can do. They can take a class designed for substitute teachers. There they can learn special skills, such as the "bag of tricks" that are useful to substitutes. They can learn to dress for their role by wearing power clothes. Power clothes can be anything that makes them feel good, feel in control, feel powerful. When substitutes present a good exterior image, they are more likely to visualize themselves as successful.

WHAT SCHOOL DISTRICTS CAN DO

Substitutes are not alone in dealing with the problem of self image. If the good self image of a substitute teacher helps them to do a better job in the classroom, then the school district should also be interested in promoting good self image/good job performance. School staffs should be encouraged to do their part.

Principals and teachers can help improve the situation for substitute teachers by making them feel welcome. Since substitutes usually appreciate any acknowledgement from the building principal, it would be a good start if the principal contacted the substitute about work, and then followed through by greeting the substitute upon arrival. It is also helpful if the substitute can be introduced to a nearby teacher who could serve as a building host. The staff could be encouraged to develop friendliness towards substitutes as a part of the building atmosphere. A nice touch is to make sure a coffee cup is available in the lounge for a substitute teacher. Closure on the day could be provided by having either the host teacher or the principal acknowledge the work done by the substitute.

The school staff can make the substitutes job easier by notifying them about the job as early as possible. When a substitute arrives at the school, a handbook or some type of orientation materials should be available. This could include information on the building, maps, procedures, and schedules. The substitute should also be provided with classroom information such as a lesson plan, a seating chart and an attendance list.

Schools could also do more to treat substitute teachers as professionals. It would be useful if at the beginning of the school year, a district would provide an inservice training program geared for potential substitute teachers. Evaluations are a routine part of the process for full time teachers. Evaluations should be routine for substitutes; however, they should be designed carefully. There is also the problem of the "sub" image. Perhaps school districts could influence that image in a positive way by changing the terminology. Maybe substitute teachers could become known as "visiting teachers" or something similar that is appropriate.

SUMMARY

Substitute teachers have an important job in the educational system. It is sometimes difficult, sometimes unappreciated, but always important. It would seem that substitutes have been contributing to the difficulties of their work. Substitute teachers, themselves, need to change their way of thinking, to "walk tall", and to recognize the importance of their jobs. When substitute teachers start to take themselves seriously, others will too.

Dr. G. Franklin Elrod
College of Education
400 Tillman Hall
Clemson University
Clemson, S.C. 29634-0709

WORK EXPERIENCE FOR THE RURAL, SPECIAL NEEDS STUDENT:

A PIPE DREAM OR A POSSIBILITY?

"Work experience" has been defined as an educational process designed to provide students with "career education experiences which will assist them in making realistic decisions allowing them to function as independently as possible in the world of work" (Sires, Bloome, Miller, Quinn, Rhiner, Smith, & Weaver, ND). Students are assigned job tasks in a competitive real-world employment situation. Usually, work experience is scheduled for students during a one to two hour time slot. The work experience can be scheduled daily or for specific days of the week (e.g. Tuesday and Thursday).

Work experience is an essential educational component for many special needs students. Special needs students would be those students served under Public Law 94-142: the learning disabled, emotionally handicapped, developmentally disabled, sensory impaired, physically handicapped, and orthopedically or health impaired. Also included under the rubric of "special needs" would be the economic or culturally disadvantaged. The goal of work experience for the special needs student would be to place them in an environment which closely approximates an actual job setting (Weisgerber, 1980).

The need for work experience in the education of the special needs student stems from the fact that the traditional education program may not be sufficient to assist these students in making the transition from school to young adulthood. Characteristics of these students that cause difficulties in the school setting do not disappear when they leave the educational environment. Some of these problems, and how they may impact later life are:

Academic Difficulties

-Reading Problems:
  -Difficulty in completing a job application.
  -Problems in reading job notices, clasified ads.
  -Failure to learn equipment operation via a technical manual.
  -Failure to grasp information related to corporate life insurance, health benefits, etc.

-Math Problems:
  -Difficulties in managing family finances (We all understand this problem).
  -Poor consumer skills.
  -Problems in work-related math skills (e.g. cashiering, reading meters or gauges).
  -Poor time concept.

-Social Difficulties
  -Poor interviewing skills.
  -Poor inter-personal communication.
  -Lack of sensitivity to the feelings of others.
  -Poor inter-personal relationships with co-workers, supervisors.

An area that is getting increasing attention in the education of special needs learners is the developmental nature of work-readiness skills. Work-readiness would include skills related to the development of proper work habits. Examples of these skills would be: punctuality, a positive work attitude, perserverance on task, and pride in accomplishment. These characteristics have been shown to be established in a child at an early age (Gillet, 1981), and have been demonstrated to be important for success in vocational education (Elrod, 1986).

All students, however, do not enter into the school situation with the same well-developed work-related skills. Just as some students may lag in reading or math, so do some students have deficits in work-related skills. The underlying causes to work-related skill deficits are complex, and may reflect sociological or economic patterns. Some factors which may impact the work-related behaviors or rural students are:

(1) Cultural Differences:

The picture of the rural student is ever-changing. The typical view of the white, middle-class, nuclear farm family is misleading. Rural Southern areas are populated by poor Blacks, and rural Western areas have an increasing population of Mexican-Americans.

(2) Economic Hard-Times:

Unemployment in some rural areas is growing at an unprecidented rate. McCormick County, South Carolina currently has an unemployment rate approaching 25% of the potential, adult workforce. The current drought plaguing the southeast may severely increase this unemployment rate.

(3) Limited Vocational Alternatives:

In many rural areas, limited business and industry have hindered the possibilities for finding work in non-agricultural occupations.

(4) Lack of Response By Educators:

> Unfortunately, many rural school districts are supervised by administrators who view education in a very traditional sense. Curricula focus on basic content subjects with little or no accomodations for special needs students. Some of this lack of response may be due to declining revenues in rural districts.

For whatever reasons, or combinations thereof, rural special students present unique problems for the education system. Various reports from throughout the state of South Carolina have demonstrated that there have been recent increases in teen pregnancies, increase in drug abuse by teens and pre-teens, and an alarmingly high drop-out rate. Compounding the problems caused by these trends are education reform movements which have restricted the number of electives students can choose in vocational education (Elrod & Lyons, in press). The result is that many rural special needs students are leaving the school system with poorly developed work-related behaviors. These students are then thrust into a vocational an economic future which is tenuous, at best. The remainder of this paper will examine the work experience process and how it can assist in developing work-related behaviors.

Types of Work Experience

Basically, two types of work experience are used in public school programs. The following section briefly describes each type.

Vocational Work Experience: This type of work experience is the more traditional form. Students are placed on job sites either concurrently with their vocational training or after they have completed vocational training. The purpose of this type of work experience is to provide an experiential application of skills learned through vocational education. For example, a student who has recently completed a course in plumbing at the area vocational center would be scheduled to work with a local plumber for a specified number of hours per week. Vocational work experience us usually implemented in senior high school, or post-secondary programs, and is predominately done at off-campus job sites.

Pre-Vocational Work Experience: This type of work experience is gaining in popularity, especially in the education of special needs students. The purpose of this type of work experience is to teach proper work-related behaviors in a non-academic setting. There is no assumption that students will ultimately choose the jobs that they perform as a profession. The sole purpose, again, is to build appropriate work habits. Therefore, there is no pre-requisite that the students have had prior vocational training. Pre-vocational work experience can be developed from on-campus and off-campus sites, and it can be used in the junior high or middle school, as well as the senior high school.

Special Concerns in Building Rural Work Experience Programs

Rural educators are surrounded by a unique environment from which to build work experience programs. The following list of advantages and disadvantages points out some of these features.

Advantages:
- -more stable communities.
- -work ethic environment.
- -students, and their families, tend to be better known by business community.
- -smaller school population.

Disadvantages:
- -lack of business/industry placement sites
- -long distances between school and job placement sites
- -lack of emphasis on work experience programs

Procedures for Designing Rural Work Experience Programs

With the understanding that rural educators may have particular concerns in developing work experience programs, but acknowledging the fact that there <u>are</u> rural students who would benefit from work experience, the following procedures have been developed at Clemson University to assist rural educators in building appropriate work experience programs.

(1) Locate Job Sites: The rural educator may have to be more creative than her/his urban or suburban counterparts. Nevertheless, job sites <u>can</u> be found. The following suggestions may assist the rural educator in locating work experience sites.

a. Look at on-campus sites: There are many jobs that need to be done on a daily or intermittent basis on the school campus. Examples of these jobs are: custodial work, repair and maintenance, groundskeeping, food service preparation, and clerical tasks. Each school should be analyzed for the types of work experiences that are available.

b. Multiply off-campus sites: Off-campus work experience sites in rural areas may not be as plentiful as in urban or suburban areas. Therefore, it is left up to the creative rural educator to "make the most" out of the sites that are available. This "multiplication" would involve an analysis of how many <u>different</u> jobs could be done at <u>one</u> job site. For example, most rural areas have a country store (or at least a 7-11) in the vacinity. In a small store, the following different jobs need to be done:
- -custodial maintenance
- -stocking of shelves
- -cashiering

Therefore, one job site does not have to be viewed as having only one work experience placement. In the example above, a single country store could yield a minimum of three work experience placements.

c. Brainstorm: Rural educators could work together in consortia (across district boundaries) to brainstorm all possible work experience sites. Using the guidelines stated above, a comprehensive listing of work experience placements could be developed.

(2) Approach Employers: The initial, and subsequent contact that a rural educator makes with an employer or store manager is a vital part of developing work experience sites. The following suggestions may assist in approaching employers.

a. Make initial contact over the phone: It would be better if the employer expected the educator at a specific time to discuss possible student placement. Sudden, on-the-spot, drop-ins tend to be less productive.

b. Do not expect PAID work experience: Due to the potentially lower number of work experience sites available in rural areas, placing a condition of only accepting paid work experience may severely cripple an effort to find appropriate sites. However, whether paid or un-paid, the students should receive credit from the school district for their work experience.

c. Keep an annotated list: As each employer is contacted in person, it might be wise to keep a list for future reference. Each entry could include: name of business, contact person, address, phone, paid or un-paid experience, a brief description of the nature of the business, the number and various kinds of work experience available, and the distance from the school to the job site. See Appendix A for a sample annotation form.

(3) Assess Transportation Options: Since rural work experience sites may be some distance from the school, various transportation alternatives should be considered.

a. School district transportation: School districts often have buses running their routes at various times throughout the day. Reasons for these times and routes usually focus on delivery of students to and from partial day programs (e.g. kindergarten) or activity buses for extra-curricular school activities. It is possible that one of these routes could serve a work experience student in getting to, or returning from, a work site.

b. Student carpools: If more than one student is scheduled for work experience in the same general geographic area it is possible that a carpool schedule could be arranged. This would depend on the teacher's discreation as to the responsibility of the driver and riders in each carpool. Parental permission should surely be obtained.

c. Volunteer drivers: Persons in the community (e.g. retired persons) who do not have full-time day jobs may be enlisted, on a volunteer basis, to transport students to and from work sites. If enough persons can be enrolled, then each volunteer may only have to drive once or twice a week on a regular basis.

d. Public transportation: Since most rural areas do not have a comprehensive transportation system, this alternative may be moot. However, if a transportation system is available, a schedule of its routes and times may prove to be most fruitful.

(4) Train On-Site Supervisors: Since the vast majority of persons outside of education have not had experience in working with special needs students, the following suggestions may help educators conduct an in-service for on-site work experience supervisors.

a. Describe student characteristics: Supervisors should know the characteristics of the type of special need students with whom they will work. Academic, social, and psychological traits of groups such as the learning disabled or emotionally handicapped may help provide supervisors with an understanding of these students. Kirk and Gallagher (1983) have written an excellent text which describes various handicapping conditions.

b. Outline basic methodologies: A description of traditional methodologies in the education of special needs students should be discussed. Procedures involved with behavior management, contingency contracting, and task adaptation might be of importance to on-site supervisors. A recent text written by Masters and Mori (1986) provides a useful reference in methodologies which are appropriate for the secondary level special needs student.

c. Acknowledge participating supervisors: Those supervisors who complete the in-service should be provided with some acknowledgement of their cooperation. In many instances, a certificate that could be displayed in the business would suffice.

(5) Teach Work-Related Skills at All Junctures in the Work Experience Program: Students should not merely be scheduled into work experience at the whim of a teacher or counselor. The following suggestions may help to create a more purposeful work experience.

a. Application procedure: Students could be required to apply to a counselor, special education teacher, or work experience coordinator to participate in work experience. The application procedure would be required whether the student was applying for on-campus or off-campus work experience. Included in the application process would be an interview conducted by any of the three role-types named above. Please see Appendices B through D for sample application and interview forms.

b. Promote proper work-related behaviors in class: Appropriate work habits (e.g. punctuality) should be encouraged in regular, academic curricula as well as in vocational courses or work experience. See Appendix E for a checklist of work-related behaviors.

(6) Obtain Liability Waivers: Samples of forms that could be used to obtain liability waivers are presented in Appendices F through H.

(7) Develop a continuum of Work Experience Placement: Many successful work experience programs have different levels at which students can be placed. The following levels are typical.

a. Work adjustment: An on-campus situation wherein students can complete piece-work in a classroom environment would be an example of a work adjustment program. Piece-work can be solicited from the community, or contracts can be arranged with local businesses. For example, some rural school districts have contracted with newly located computer software firms to have students package and box software for shipping. In many instances, the student gets paid at a per-piece rate. Work adjustment is typically used for students who need the most supervision or have the least developed work skills. The supervisor would be the special teacher.

b. On-campus work experience: The next level of work experience would have the student working somewhere around the school campus. The site supervisor would be school personnel who are in charge of the job station (e.g. custodian, receptionist, secretary, nurse). Even though these school personnel work around students, a brief in-service may be beneficial, especially to those persons who have the least amount of daily student contact.

c. Off-campus work experience: For those students with the most developed appropriate work behaviors, an off-campus experience may be beneficial in helping transfer skills to other environments. The key to success in off-campus work experience is the continual communication between the teacher or work experience coordinator and the on-site supervisor.

(8) General Suggestions

a. Extend work experience to junior high or middle school: An increasing number of students seem to be entering rural schools with poorly developed work skills. In many instances, these students have little, or no, work role models at home. Yet, we teach these students abstract content and expect them to apply this content to the real-world. Students with poor work behaviors will, more than likely, fail at this application attempt. The best place to build appropriate, relevant work skills is on-the-job.

b. Look at the capabilities, not the disability: Do not exclude a student from work experience merely because he/she carries a lable such as "emotionally handicapped". Such a student may perform quite well in an appropriate work setting. In fact, the work setting may serve as leverage in dealing with a student's emotional problems or improper conduct.

c. Get parents involved: Urge parents to visit the site at which their son/daughter is gaining work experience. Even if their son/daughter is not at the site at the time of the parents' visit, it is important for them to show interest and support. At school open-house nights, on-site work experience supervisors can be invited to attend and explain their roles in the program. A job-training agreement among the employer, parents, the student, and the school district may help to define the parents rule in the work experience process (See Appendix I).

d. Use contracts: Contracts between employers, students and school district personnel can help to "formalize" the work experience process. An example of such a contract is proveded in Appendix J.

e. Conduct program evaluations: Parents, students and employers should be allowed to provide input as to the benefits and effectiveness of the work experience program. Please see Appendices K through M.

If special needs students are expected to become productive citizens, they will need appropriate work skills. It may be a devastating over-estimation to assume that all rural students possess appropriate work behaviors. Through pre-vocational work experience, rural educators can assist rural special needs students in becoming productive members of the community.

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Experience Site Guide/Training Plan

Student Name _____

General Information

Site _____ Contact Person _____

Address _____ Student Supervisor _____

Phone Number _____ Job Title _____

Special considerations: (i.e., rules, hours, limitations-number of students, dress code, smoking, etc.)

_____

_____

_____

General Description of Work Setting

Physical Working Conditions

___ inside
___ outside
___ hot with temp. changes
___ cold with temp. changes
___ wet
___ humid
___ dry
___ noise
___ vibration
___ hazards
___ fumes
___ odors
___ toxic conditions
___ dust
___ adequate ventilation
___ electrical hazards
___ mechanical hazards
___ cramped quarters
___ adequate light
___ moving objects
___ high places
___ explosives
___ exposure to burns
___ working alone
___ working with others
___ working around others

Mental Working Conditions

___ tension (deadlines, etc.)
___ highly structured
___ loosely structured
___ distracting conditions

Safety Concerns (hazards, child labor laws, etc.)

_____

_____

_____

_____

Location of setting (i.e., third floor, turn left, off elevator, first door to right).

_____

_____

Accessibility to physically handicapped: Yes _____ No _____ Comment _____

_____

Degree of Supervision

Low 1 2 High 3

_____ Number of supervisors; if more than one, please explain hierachy:

_____

_____

Union Shop

_____ Yes _____ No

From: Grant Wood Area Education Agency
4401 Sixth Street SW
Cedar Rapids, Iowa 52404

1912

Basic Skills Needed

1. Computational Skills
   - ____ Adding
   - ____ Subtracting
   - ____ Multiplying
   - ____ Dividing
   - ____ Simple Fractions

2. Measurement Skills
   - ____ Number Recognition
   - ____ Making Change
   - ____ Price Evaluation
   - ____ Use of Measuring Devices

3. Communication Skills
   - ____ Reading
   - ____ Writing
   - ____ Talking
   - ____ Following Instructions
   - ____ Use of Telephone
   - ____ Vocabulary Specific to Job

4. Manipulative Skills
   - ____ Hand Tools
   - ____ Machine Tending
   - ____ Machine Operation
   - ____ Machine Set-up
   - ____ Hand Work (sort, fold)
   - ____ Specific Skills

5. Physical Demands
   - ____ Lift, Carry, Push, Pull
   - ____ Walk, Run, Climb, Balance
   - ____ Stoop, Kneel, Crouch, Crawl
   - ____ Reach, Handle, Finger, Feel
   - ____ Stand, Sit, Turn
   - ____ Talk, Hear, See
   - ____ Color, Vision, Depth of Perception
   - ____ Motor Skills
   - ____ Medication

Specific Requirements to Obtain Job

- _____ no high school completion
- _____ high school graduation
- _____ post high school training
  (if post high school training, comments)
- _____ apprenticeship

Additional Comments

_____
_____
_____
_____
_____

Job Competencies Needed/Developed

	Percent of Training
1. _____	____
2. _____	____
3. _____	____
4. _____	____

PERSONAL INFORMATION

Appendix B

NAME_____ grade/_____

ADDRESS_____

TELEPHONE_____

JOB DESIRED_____

WRITE WHY YOU FEEL YOU SHOULD BE CONSIDERED FOR THIS JOB

_____

_____

_____

_____

PRIOR WORK EXPERIENCE:

	DATE	EMPLOYER	DESCRIPTION
1			
2			
3			
4			

HOBBIES & INTERESTS

_____

_____

_____

From: Frank Borman Jr. High School
3637 N. 55th Ave.
Phoenix, AZ 85031

Appendix C

From: Frank Borman Jr. High School

MARK EACH OF THE FOLLOWNING STATEMENTS AS YOU BELIEVE IT APPLIES TO YOU

I AM THE KIND OF PERSON THAT---

1.Tells someone when they do good	hardly ever	sometimes	always
2.Puts out a foot to trip someone	hardly ever	sometimes	always
3.Cuts in line at the drinking fountain	hardly ever	sometimes	always
4.Picks up something for another person	hardly ever	sometimes	always
5.Waves hand when others are talking	hardly ever	sometimes	always
6.Yells at someone when they make a bad play	hardly ever	sometimes	always
7.Listens and tries to understand	hardly ever	sometimes	always
8.Makes smart remarks to others	hardly ever	sometimes	always
9.My classmates chose as a leader	hardly ever	sometimes	alway
10.Observes how others feel about something	hardly ever	sometimes	always
11.Says "please" and "thank you."	hardly ever	sometimes	always
12.Likes to gripe	hardly ever	sometimes	always
13.Finds fault with others	hardly ever	sometimes	always
14.Wears a smile	hardly ever	sometimes	always
15.Brags about things	hardly ever	sometimes	always
16.Passes out compliments	hardly ever	sometimes	always
17.Has lots of friends	hardly ever	sometimes	always

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Appendix D

ON JOB-SITE WORK EXPERIENCE
INTERVIEW RATING FORM
(TEACHER ROLE)

RESPOND:

5 Most Ready — 4 — 3 — 2 — 1 Needs Instruction

Travel:

1. How long do you think it would take you to go from school to the job-site? ____
2. What if you met some friends along the way, what would you do? ____
3. What if on the way a car started following you and then asked you to get in, what would you do? ____

Clothing:

1. What types of clothes do you feel you should wear to work? ____
2. Are you dressed appropriately for work? ____
3. What would you do if your employer requested you wear other types of clothing? ____

Attendance:

1. How many times do you feel you can miss work in a 30 day period? ____
2. What do you feel is a good reason for missing work? ____
3. When you miss work is it your responsibility to call and tell them? ____
4. What would you do if you forgot to notify your employer on the day you return to work? ____

Responsibilities:

1. What would you do if a friend came into the store while you were working and wanted to talk to you? ____
2. What if a friend wanted to take something from the store without paying? ____
3. What would you do if you just finished cleaning the bathroom and your employer said it was not good enough, do it again? ____
4. What if the employer asked you to do something you didn't want to do? ____
5. If you wanted to try something new, how would you ask the employer? ____

Average Rating ____

6. What questions do you have about OJSWE?

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Student _____

For Week# _____

Work Experience Management

Date _____ to _____

Below are listed classroom behaviors. At the end of each class period your teacher will award positive (+) or negative (-) marks. Attendance and tardy behaviors will also earn positive or negative marks.

BEHAVIORS EVALUATED	Class Period 1)	2)	3)	4)	5)	6)	
Attendance (Present in Class)							Total negative (-) marks for attendance
Tardy - On time to class							Total negative (-) marks for tardies _____
1) Completes assigned work							Comments:
2) Displays proper respect — Courteous, polite							
3) Follows instructions of teacher and assistant							
4) Shows respect to school property							
5) Self Control - Student shows self-discipline							
6) Follows rules - Student understands and obeys class rules							
7) Student accepts helpful criticism from the teacher or assistant							
8) Student gets along with fellow students							
9) Student appearance — Grooming habits are neat.							1018
Total Positive Marks 1017							Total Positive Marks

Appendix E

Appendix F

Frank Borman Jr. High School

3637 N. 55th Avenue Phoenix, Arizona 85031 Telephone (602) 245-0110

Dr. William R. Dabb
Superintendent

Carlton Jones, Principal
John Shimek, Assistant Principal

3/7/85

CARTWRIGHT PILOT - PREVOCATION PROGRAM

Information Sheet

NAME _____

THROUGHOUT THE SCHOOL YEAR, STUDENTS WILL LEAVE CAMPUS DURING CLASSTIME FOR THE PURPOSE OF THE ON JOB-SITE WORK EXPERIENCE. IN ORDER FOR THE STUDENT TO LEAVE SCHOOL PROPERTY DURING CLASSTIME, PARENTAL AUTHORIZATION IS NECESSARY. IF YOU SO AUTHORIZE YOUR STUDENT TO LEAVE BORMAN JUNIOR HIGH PROPERTY DURING CLASSTIME FOR THE ABOVE STATED PURPOSE, PLEASE INDICATE WITH YOUR SIGNATURE BELOW.

_____ _____

parent's signature date

_____

daytime emergency phone number required

MEDICAL INSURANCE

THE CARTWRIGHT SCHOOL DISTRICT DOES NOT PROVIDE INSURANCE FOR ITS STUDENTS. PRE-VOCATIONAL STUDENTS ARE REQUIRED TO HAVE INSURANCE PROTECTION, EITHER THROUGH THEIR HOME OR THROUGH THE SCHOOL INSURANCE PLAN. FORMS ARE PROVIDED THROUGH THE HOME SCHOOLS FOR STUDENT INSURANCE.

HAVE MEDICAL INSURANCE YES____ NO ____

TYPE OF INSURANCE SCHOOL____ HOME ____

THIS FORM MUST BE COMPLETED AND NOTARIZED

_____ _____

parent's signature date

Appendix G

Frank Borman Jr. High School

3637 N. 55th Avenue Phoenix, Arizona 85031 Telephone (602) 245-0110

Dr. William R. Dabb
Superintendent

Carlton Jones, Principal
John Shimek, Assistant Principal

WAIVER OF LIABILITY FOR EMPLOYER

I, PARENT OF _____, UNDERSTAND

THAT _____ IS RELEASED FROM ALL CLAIMS

RESULTING FROM THE ON JOB-SITE WORK EXPERIENCE.

I ALSO UNDERSTAND THE EMPLOYERS ALONG WITH ALL PERSONNEL, ARE NOT RESPONSIBLE

FOR ACCIDENTS OCCURING DURING THE ON JOB-SITE WORK EXPERIENCE.

_____
student's name

_____
parent's name (signature)

_____
date

Appendix H

Frank Borman Jr. High School

3637 N. 55th Avenue Phoenix, Arizona 85031 Telephone (602) 245-0110

Dr. William R. Dabb
Superintendent

Carlton Jones, Principal
John Shimek, Assistant Principal

WAIVER OF LIABILITY FOR CARTWRIGHT SCHOOL DISTRICT

I, THE EMPLOYER, EXPRESSLY RELEASE ALL PERSONS CONNECTED WITH THE PILOT PREVOCATION PROGRAM, (INCLUDING THE TEACHER, STUDENT AND SCHOOL DISTRICT) FROM ALL CLAIMS RESULTING FROM SUCH ON JOB-SITE WORK EXPERIENCE. I, ALSO AGREE THAT THE SCHOOL, STUDENTS OR INSTRUCTORS ARE NOT RESPONSIBLE FOR LOSSES DUE TO FIRE, THEFT OR ACCIDENTS.

_____
employer

_____
date

Job-Training Agreement

Student's Name: _____

Work Station _____

Job Description _____

Employer's Name _____

Direct Supervisor's Name _____

Starting Date _____

Specific Working Hours _____

This agreement is made to show responsibilities of the following parties involved: student, parent or guardian, work experience instructor, and the employer. When a signature is placed on this agreement, the person declares his/her total commitment.

The Employer

1. Will be asked to inform regular employees of their importance in the training of the student.
2. Will be requested to maintain a daily record of student attendance. (Work experience instructor will refer to this record frequently.)
3. Will determine the student's working hours and salary.
4. Will observe established labor laws.
5. Will be allowed to discharge the student for just cause; however, the work experience instructor will request consultation with the employer beforehand.
6. Will take time to fill out an on-the-job evaluation form when the work experience instructor visits the work station.
7. Will keep the student informed of his/her job performance.
8. Will structure the student's daily job responsibilities.
9. It is the policy of this company not to discriminate against employees or customers. Students will be accepted for on-the-job training, clinical or work experiences, assigned to jobs and otherwise treated without regard to race, color, national origin, sex, marital status or disability.

_____

Employer Signature

From; Grant Wood Area Education Agency

The Student

1. Enters this program to learn as much as the employer and/or supervisor can provide in occupational information, skills and attitudes.
2. Will keep regular attendance and be punctual at school and at the work station. He/she cannot work on any school day that he/she fails to attend school. Exceptions are permissible only with the mutual consent of the employer and work experience instructor. This rule is void if student works full time.
3. Will arrange in advance with the work experience instructor and employer any job changes.
4. Will be honest, cooperative, courteous, willing to learn, and willing to accept criticism.
5. Will make an effort to provide his/her own transportation to and from the work station if the school district does not take the responsibility.
6. Will notify the employer and work experience instructor if he/she cannot work.
7. Will abide by the regulations of his/her employer and school.

_____

Student Signature

The Parent or Guardian

1. Will be responsible for the conduct of the student at all times.
2. Will assist, if it is possible, in transporting the student to and from the work station.
3. Will support the work experience instructor and other school personnel in their effort to develop a good student worker.
4. Will give the work experience instructor permission to release personal information from the student's school records. (Used with discretion; this information may be given to prospective employers for placement purposes.)
5. Will encourage success in the student's school work and job.

_____

Parent or Guardian Signature

The Work Experience Instructor

1. Will supervise the student and make periodic visits to observe the student on the job.
2. Will evaluate the job performance with the help of the employer.
3. Will give the student feedback on the written on-the-job evaluation.
4. Will discuss the student's work progress with the parent or guardian by phone, through the mail or through direct contact.
5. Will have the authority to transfer or withdraw the student at any time.
6. Will have the authority to accept or reject the student's request for job change.

_____

Work Experience Instructor Signature

Work Experience Contract

I, _____ , have had the work exploration program explained to me and I understand the following:

I. That beginning today, _____ , and for the next 30 school days (with the last day being _____), I will have the opportunity to earn my way into the work exploration program taught by _____ .

II. That for the next 30 school days my behavior will be judged by _____ , his assistant, and any teacher I have during the school day at the end of each school day. I understand that I must record my total positive marks earned on the chart in _____ classroom.

III. That during the next 30 days I must average _____ positive marks during each five day school period. If I should earn less than _____ positive marks during any five day school period this contract will end.

IV. That if I should be tardy _____ times or more during any five day school period this contract will end.

V. That if I should be absent from school for a total of _____ or more times during the 30 day school period this contract will end.

_____ _____

Student Signature Date Teacher Signature Date

From: Grant Wood Area Education Agency

Appendix K

Cartwright School District No. 83

3401 North 67th Avenue Phoenix, Arizona 85033

Dr. William R. Dabb, Superintendent

Dr. Frank Davidson, Asst. Superintendent for Financial Services

Charles E. George, Asst. Superintendent for Personnel Services

Nick Gupton, Asst. Superintendent for Educational Services

Stuart Zink, Director of Personnel

PARENT QUESTIONNAIRE

AFTER

ON JOB-SITE WORK EXPERIENCE
1985-86

New Revised Form For
1985-86 School Year

Dear Parent,

Thank you for allowing your son/daughter to participate in the on job-site work experience program this year. The employers are very enthusiastic about continuing the program again next year. This is a direct result of the hard work exhibited by the students while on the job. We feel it is important to have input from parents, therefore, would you please take a few minutes to fill out this questionnaire and return it to Laura Cohen-Hogan, Borman Junior High School, 3637 North 55th Avenue, Phoenix, Arizona 85031.

1. Did you feel the work experience to be a worthwhile program for your child? _____ WHY?

2. How do you think this program will effect the future career decisions you and your child need to make?

3. Would you have liked more information about the program?_____. What kind?

4. When you went through school did you have an opportunity to experience a program similar to this one? _____. If yes, please answer:

   1. What kind?

   2. Did it help you to make future career decisions?_____ If yes, what kind?

5. Do you know about vocational programs offered in high school for your child?

Appendix L

STUDENT QUESTIONNAIRE
On Job-Site Work
Experience

We appreciate your efforts in the On Job-Site Work Experience Program. We feel your input is important. Please answer the following questions. Thank you.

1. What did you learn from your experience?

2. Did the program make school more fun? _____ Why?

3. Why is this program important to have as part of your education?

4. Do you want to continue in a program like this? _____ Why?

5. How will this program help you make career decisions?

6. What High School Vocational Programs do you know about?

7. Any further comments or suggestions?

Thank you.
The Learning Center
Frank Borman Junior High School

BEST COPY AVAILABLE

Appendix M

Employers Evaluation Form

Date of Evaluation _____ School _____

Student's Name _____ Employment Name _____

Evaluator's Name _____ Position _____

Briefly list the duties the student has performed: _____

Please use the following rating scale. Feel free to write comments.

5 - Better than average employee
4 - Competitive with other employees
3 - Could become competitive with more time on the job
2 - Requires more attention than other employees
1 - Would not develop ability even with special attention
N/A-Not applicable

WORK TRAIT	RATING
ATTENDANCE: Does student come to work or call in when there is a reasonable excuse?	
QUALITY/RELIABILITY: Can you count on the student to do a job thoroughly?	
ON TASK: Can the student consistently remain on task and maintain necessary concentration throughout entire work time?	
QUANTITY/SPEED: Does the student work fast enough to keep up with the pace?	
FOLLOW INSTRUCTIONS: Does the student do what is supposed to be done when told?	
REMEMBERS INSTRUCTIONS: Does the student remember instructions from day to day?	
RESOURCEFULNESS: Can the student do tasks that require some imagination or decision-making?	
USE/CARE OF EQUIPMENT: Does the student take care of things properly?	
JOB ATTITUDE: Does the student display a good work attitude?	
FOLLOW RULES: Does the student obey all regulations?	
ACCEPT CONSTRUCTIVE CRITICISM: If the student does something wrong and is corrected, does student take it in stride and try to improve?	
INITIATIVE/SELF-DIRECTION: Does the student either ask what to do next or go on to routine job?	
COOPERATION: Does the student get along with fellow workers?	
APPEARANCE: Is the student neat and clean?	
IMPROVEMENT: Does the student do a better job than he did at the start?	

FUTURE EMPLOYMENT: Would you hire or recommend this student for a job on a regular basis?	
Yes	
Yes - With further training	
Doubtful - Reason:	
Undecided - Reason:	
No - Reason:	

1027

From: Grant Wood Area Education Agency

COMPUTER LITERACY AND THE ADULT LEARNER

OVERVIEW

Technology is likely to have a great impact on rural communities. Rural people, however, often lack the resources to learn about technology. READI (Rural Education Adult Development in Idaho) offers a unique approach to teaching rural adults about computers. The READI Project is designed to provide access to computer literacy for adults who live where such opportunities are unavailable. The pilot for the project was funded by the Fund for the Improvement of Postsecondary Education and the Idaho Cooperative Extension Service in cooperation with the University of Idaho. During the pilot, the project developed and tested a curriculum, designed a method for training people to use that curriculum, and tested a community based delivery system.

The overall purpose of READI is to provide adult learners with an opportunity to learn about computers in a way that is both interesting and relevant to their lives. Since many adults have been out of school for a long time or have an inadequate math and writing background, the courses do not make assumptions about participants' skill levels. Instead, the curriculum provides an opportunity for participants to review these skills using the computer. In addition, the project is designed to increase problem-solving and decision-making skills while introducing computer applications. Finally, the classes teach about computers by examining the influence computers can have on both individuals' and communities' futures.

The READI curriculum is divided into two parts: Unit I is an introduction to computers and Unit II focuses on computer applications. Classes are taught by local people selected by an advisory committee. Many of these local teachers also teach in public schools and find applications for the materials in their regular classes. The READI Institute in Computer Literacy trains potential teachers in how to use the curriculum while increasing their own skills in using computers and in working with adult learners. Most of the classes are held in public schools. In some cases this arrangement has led to a sharing of software, hardware, and curriculum materials to the benefit of both the school and READI.

RURAL ADULTS AND THE NEED FOR COMPUTER LITERACY

Computers are quickly becoming an everyday item. Children use them at school. Farm families work with them to manage the farm more effectively. Homemakers use them to do financial management. In short, they have become an integral part of our banking and communications systems, and more and more businesses and homes are acquiring them. This rapid proliferation of computer technology has resulted in a demand for computer literacy courses. Such courses are important because many people cannot learn about computers on their own. Either they do not have the necessary equipment and resources or they prefer to learn with someone in a guided setting. Rural people, however,

often lack access to the kinds of continuing education and vocational extension programs that can provide such training. The READI Project provides a means by which communities can fill this void by developing a program that can offer computer literacy training to rural adults.

Rural America in the Information Age

The impact of the Information Age will affect all aspects of American society, but this impact will not be the same for all of us. Indeed, many observers believe that rural America has potentially more to gain, as well as potentially more to lose, from this transition than other groups. Rural communities can gain access to resources and jobs, or they can lose the flavor of rural life. Dillman (1985), for example, maintains that advances in telecommunications could circumvent the one-to-one contact that is characteristic of a rural lifestyle. An individual can do all his/her business and/or job assignments from home with the new technology. At the same time, however, new technology could make virtually any educational opportunity available to the most remote learner; it could bring the marketplace and the workplace to isolated settings, making rural communities more viable.

Technological Gatekeeping

Acquisition of certain skills and access to resources to develop those skills often act as gatekeepers to other opportunities. For example, certain levels of math achievement function as a gatekeeper to most of the higher-paying occupations. Just as an inadequate math background has kept many rural adults from better employment opportunities, lack of access to technological training can also become a gatekeeper (Emery 1985). For this reason, the question of access is essentially one of equity. Equal opportunity for education, training, and employment for rural people necessarily means equal access to training in technology. Not only is it important for rural residents themselves, but knowledgeable people are also critical to the future of rural society because the rapid rate of technological change can either bypass rural areas or contribute to the development of a more resilient and healthy rural society.

The READI Project was developed not only because of the demand for computer education in rural areas, but also because of the concern that rural areas with no access to computer training will continue to be left behind in this age of new technology. Opportunities to learn about computers are important to both individuals and to communities. Such opportunities are particularly important for those areas where the traditional rural industries are no longer able to support large portions of the population. Programs which foster the development of computer-related skills among rural adults can be vital resources in such rural communities. For instance, efforts in both job creation and economic development in these areas are likely to be related to new technologies. As a result, many employers now seek to upgrade existing employees in this technology as well as to hire new employees who are already computer literate. In addition, the computer-literate consumer is increasingly important to the smooth flow of business as more and more establishments add computerized customer services. Computers are also important in education. The role of computers in their own and their children's education has encouraged many adults to narrow the generation gap

by becoming computer-literate. Finally, many rural adults seek educational opportunities in computers simply because of the fascination they have for the new technology.

Access to computer literacy programs is not the only problem rural adults face. Often when programs do exist, they do not meet the needs of the students. For example, many existing courses focus exclusively on programming or on learning a specific software package. Teachers can assume that students have high levels of verbal and math skills which results in many people dropping out. Those students who do finish are often unable to use what they have learned because they do not know how to apply that knowledge to existing job and home situations. These experiences show that there is a need for a class which can acquaint adult learners with the computer and its uses as a tool for decision making and information management without making assumptions about verbal and math skills. The READI approach to computer literacy has been designed to provide a relevant and useful introduction to the computer and to computer applications by focusing on the computer as a tool.

OVERVIEW OF THE READI PROJECT

The READI Project began as a spin-off of the New Dimensions Project in 1982. The New Dimensions Project developed curriculum as well as a training model for community leaders interested in increasing women's skills and opportunities. While working with advisory committees in several small communities, we were struck by the interest in computers. Access to training on computers or classroom activities using computers, however, was virtually unavailable for many rural residents. READI applies what we learned from New Dimensions about adult education programs in rural environments and the educational needs of rural adults to the increasing need for computer literacy.

Because the project not only addresses a new need, but also applies a new approach to meeting that need, we were able to secure a 3-year grant providing partial funding for the project from the Fund for the Improvement of Postsecondary Education. The Idaho Cooperative Extension Service and the College of Agriculture at the University of Idaho provided additional support.

The goals of the project were to develop an effective and appropriate curriculum and to pilot a cost-effective delivery mechanism for that curriculum. During the first year of the project the curriculum was developed and the test sites selected. During the second year of the project we tested and modified the curriculum. In addition, the READI State Advisory Board began working on suggestions for making the project self-sufficient at the county level. During the third year we offered the program at additional sites, completed the project evaluation design, and disseminated the project to other areas.

THE READI APPROACH TO COMPUTER LITERACY

The READI approach to computer literacy is multifaceted in that the curriculum takes into account a number of factors. The goal of providing computer literacy is coupled with an understanding of the need for basic skills review, practice in problem solving and decision making, and work/educational referral information. READI also emphasizes an appreciation for rural values and lifestyles. In addition, the READI curriculum is

learner-centered in that it focuses attention on the needs and concerns of the specific students it serves. Finally, since education does not take place in a vacuum, the READI Project is designed to discuss implications for the future and to enhance critical thinking skills so that rural adults may play a more pro-active role in the Information Age.

An educational program designed to bring computer literacy to rural areas must address the factors that prevent rural adults from entering the computer age. Access is, of course, a critical factor because many rural people live too far from existing programs, and these programs have neither the resources nor the expertise to conduct courses in more isolated areas. Further, these rural communities cannot by themselves provide educational opportunities for their residents. These external factors of distance, geographic isolation, poverty, and lack of resources can be overcome. The READI Project provides a model for using local resources and expertise in developing low-cost courses in computer education for adults.

In addition to external factors, internal factors such as poor esteem, lack of basic skills, math anxiety, and inadequate communication skills also prevent rural adults from taking advantage of whatever educational opportunities may exist. Local ownership and control of the program tend to break down barriers for adults who want to attend computer courses. The READI curriculum has been designed to include activities which foster self-esteem and encourage self-motivation as well as those that review basic skills. Each of the elements described below plays a key role in fostering a positive learning experience.

The READI curriculum design is intended to enhance problem-solving and decision-making skills, as well as to teach people about computers. Actual class activities are designed with two principles in mind. The first principle is that adults learn best by doing, particularly with activities that have a direct application to some part of their lives. For hands-on activities to be successful, however, the instruction must go beyond drill and practice and involve the students in the discovery of knowledge. Such activities will also enable participants to retain what they have learned and to integrate new knowledge more easily into everyday life.

Secondly, interaction among peers can provide a very effective context for learning. Participants increase each other's understanding and self-confidence by sharing feelings and successes, by comparing problems and solutions, and by teaching each other. Since one of the goals of READI is to provide a learning experience which empowers participants to take hold of new opportunities, it is essential that the courses provide a setting where ideas can be exchanged and individual goals can be enhanced.

The Learner-centered Classroom

The curriculum has been designed with a certain pedagogical approach in mind, that learning is a process in which the learner must be actively engaged. This curriculum does not support a technical approach to implementing computer literacy either in content or in method, but rather approaches computer literacy from a problem-solving focus with an emphasis on group interaction. The design reflects a belief in the need to recognize a variety of expertises and to share information in a meaningful way so that learning is both an exciting experience and a new discovery.

Recent reports on the state of education in the United States have focused on the learner-centered classroom as the best method for teaching critical thinking skills and problem solving (Bennett 1985). The learner-centered classroom provides learning experiences which revolve around the needs of the learner and which place the learner at the center of the learning process. Activities that foster a positive approach to the learning process are critical to learner self-esteem and self-motivation.

Useful and Relevant Class Experience

One of the problems many learners have is that they can learn some things well in class, but not be successful in applying the skill to their own lives. Peer teachers are encouraged to use examples taken from the everyday life experience of those taking the class rather than a canned example taken from a text. In addition, the suggested agendas include an activity at the end of class where participants can reflect on what they learned and how they will use it. The last sessions of both Unit I and Unit II also include activities that encourage individuals to develop a plan for how they will implement what they have learned. For some who want only to be able to converse better with the younger generation about computers, this is not a complicated activity; but for the majority of our participants who want to find new jobs or computerize their farm or business, this activity provides them with an opportunity to develop a plan of action and to identify a first step.

READIness Skills for Computer Users

Using the computer in problem-solving situations also provides an opportunity to review basic skills. Since many rural adults did not finish high school, had an inadequate high school experience or simply have allowed these skills to get a little rusty, it is essential to provide some review and instruction. We cannot produce computer-literate adults without also dealing with illiteracy in other basic areas. While the READI course does not substitute for an ABE or GED program, the curriculum has been written with attention to this need. Thus, reviews of math and writing skills necessary for specific types of problems are included. Clearly, if we are to empower adults by becoming computer literate, we must address those skills that help individuals to write correctly, to estimate answers and to use correct formulas.

The READI Definition of Computer Literacy

The question of what constitutes computer literacy is a difficult one, made more so by the currently changing definition of literacy itself. Literacy was once defined by the ability to write one's name. Since then it has been redefined several times as more and more complex skills are required to function effectively in our society. Some educators now define literacy less in terms of specific skills and more in relation to the issue of empowerment, for example: What are the skills necessary for individuals to increase their control over their own lives and to function independently? This new focus on literacy has also meant more emphasis on critical thinking and reasoning skills as well as on problem solving and decision making (Chall 1984).

As more and more colleges and high schools add computer education to their requirements, and as more and more jobs involve computer-related skills, literacy is being redefined to include computer skills. Indeed, the report, "A Nation at Risk," stated that "effective participation in our 'learning society' requires each person to be able to manage complex information in electronic and digital form. A basic objective of education is for each student to learn how to identify needed information, locate and organize it, and present it in a clear and persuasive manner" (quoted in Wilson Library Bulletin, March 1984, 472). The READI approach supports both the critical literacy definition of literacy and the view that computer skills are now a necessary component of what it means to be literate in our society.

Despite agreement that computer literacy is quickly becoming a necessary skill, the definition of computer literacy is still a subject of hot debate. Most people now agree that computer literacy is something more than knowing how to turn on the machine and boot up software. Most also agree that computer literacy should entail some understanding of the social, political and economic impacts of the new technology on individuals, as well as on the community and the nation. Also at issue is the level of technical expertise that should be included in a computer literacy curriculum. While some argue that people drive cars without knowing a thing about the mechanical parts of the automobile and can therefore use a computer similarly, others argue that some technical background is essential to empowering people to be effective computer users. In particular, programming skills are at the heart of the controversy. With the development of more high level languages and more sophisticated software programs, the argument that everyone should know how to program in at least two languages has lost ground. However, one question remains: Should programming skills be included in a computer literacy curriculum? The READI curriculum includes several sessions on programming skills for the following reasons:

- Students experience a great sense of control over the machine when they can successfully run a short program of their own.

- Teaching people some programming skills helps them learn about how the computer handles information and performs tasks.

- Teaching programming skills helps develop problem-solving abilities.

- In our post-evaluations, learning about programming rated very high among participants.

Since the amount of time spent on programming is quite small and the skills very basic, it is perhaps more true to say the READI curriculum teaches about programming rather than actual programming itself (Fawcette 1984).

The Computer as a Problem Solving Tool

Central to the READI approach to computer literacy is a focus on the computer as a tool. Just as teaching someone how to use a hammer or sewing machine involves much more than just how to work the tool, using a computer also means that the person needs to learn how to apply the tool. Despite the fact that people will apply computer power to a wide range of situations, it is possible to focus on common situations, such as family budgets and mailing

lists, in order for students to learn how to use the computer as a tool. In addition to focusing on common applications, each participant is encouraged to apply a variety of computer tools to situations in their own lives. In previous READI classes, for example, a small town city clerk experimented with putting her records on a data base, a number of people looked at keeping their small business records on data bases, and teachers made electronic record books.

In summary, the READI approach to computer literacy includes the following:

- Examining the social, political and economic impact of computers on the future of individuals, communities, and the larger society.

- Reviewing the skills necessary to apply the computer as a tool, including problem solving, decision making, math, writing and information organization.

- Helping participants gain confidence in using the machine by learning computer terminology and about programming.

- Creating an opportunity for participants to learn how to manipulate and use data as well as to understand how computers store and use data.

- Empowering individuals to make better decisions about their future and the role of computers in that future.

The READI curriculum guidelines presented in this manual have been designed for a maximum of flexibility, recognizing that no two classes will be the same.

Making the READI Opportunity Available to Rural Adults

The READI Project has been successful because it provides for maximum flexibility. Another reason for its success is that it places some of the responsibility, as well as some of the risk, on rural communities. READI provides an opportunity to expand local expertise and resources in both computer-related activities and leadership development. READI was piloted through the Idaho Cooperative Extension Service and the READI Project became one of several volunteer-run projects in those counties. The same method of organization could be used in continuing education or community education programs.

Local Ownership

The READI Project has been developed on the assumption that local communities or county committees will take responsibility for running the project on the local level. University extension or continuing education programs share in that risk by providing additional expertise, help with networking, and access to a support person. This arrangement of shared responsibility and risk results in a program with local ownership and control and expanded resources.

The READI community advisory groups are organized to oversee the READI Project on the local level and, as such, play a vital role in the program's success. The committee is an essential link in the transition from a generic

statewide project to an effective local program. The committee makes this transition possible by overseeing the selection of local peer teachers, organizing logistics and recruiting participants. In addition to adapting READI to local needs and resources, the committee also participates in evaluating the project's successes and problems. The committee is also responsible for developing useful and up-to-date referral information for READI participants. By researching opportunities, the committees help READI participants not only see the READI experience as a stepping stone to other activities, but also to use these skills to make a contribution to the community. The advisory committee uses the experiences of READI participants and their own knowledge of the community to plan future directions for the project in their location.

Arranging for classes is a common problem continuing educators face in developing programs for rural adults. Not only are there problems in getting the program out to isolated areas, but there are also problems in finding the right time. Rural adults are generally busy with family and community responsibilities. Educational opportunities must be worked into these schedules carefully. In addition, seasonal factors such as harvest, hunting season, winter roads, etc., influence how successful a program will be in getting students. Often programs brought to rural communities have a poor turnout not because of a lack of interest, but rather because of a conflict in schedules. Because the local committee has responsibility for scheduling classes, READI has not had these problems.

In addition to administering the programs at the local level and developing relationships with local resource people, the community advisory committee is also charged with developing a strategic vision of how technology will influence the area and implementing strategies for maximizing the positive impact of technological change. Since rural areas are known for the way they cherish traditional values, the committee must mediate between the needs for constancy within the community and the influence of change. For each community, as with each individual, this balance is unique. What is acceptable in one area may not work in another. The READI approach provides for flexible schedules and program designs, allowing classes to differ from community to community. The local committee monitors the success of the courses based on local criteria. The central office or support person monitors the quality of the instruction.

The actual classes are facilitated or taught by peer teachers. When possible, these peer teachers receive training in teaching computer literacy to adults. This training may be available specifically for READI participants through the Cooperative Extension Service or indirectly through continuing education classes or the State Computer Teachers' Association.

Peer teachers are chosen not only on the basis of their understanding of computers, but also because of their involvement with adults and their interest in educational or job training activities.

Shared Expertise

By providing resources to local people, the project helps to foster local expertise, both in computer education and in leadership development. The READI Project is, at heart, a grassroots-oriented program encouraging active

and meaningful participation by everyone in all aspects of the program. Part of the success of the project has been the development of local ownership in the program and, hence, local investment in its success.

Since one of the problems in educational outreach historically has been the identification of qualified personnel, a key component in sharing expertise has been the training and support of local peer teachers by the central office. The project found that there are many talented and knowledgeable people in rural communities who are interested in supporting adult education. However, many of these people have had no experience working with adult learners or haven't the time to design a course. With support from the state office and an existing curriculum, such peer teachers can expand their own expertise and provide an important and continuing resource to the community.

Since the goals of the project are to enable rural communities to cope more effectively with the Information Age and to empower individuals to have more control over how their lives will be changed, developing local leadership skills in the planning and development of programs and in computer technology is critical to the success of the program. The fostering of such skills and expertise on the local level allows communities to make better decisions related to the impact of new technology by applying this expertise to local conditions and concerns, something experts from the outside have difficulty doing.

PARTICIPANT CHARACTERISTICS

The majority of READI participants were women. Some classes were all women and some about half and half. The following charts break down participation by sex and by occupation.

Male to Female Ratios*

	Unit I		Unit II	
	M	F	M	F
84/85	22	79	14	38
85/86	43	138	12	39
Totals	65	217	26	77

Participant Occupation*

Office workers	48
Managers	8
Professionals	43
Education/library	35
City/county employees	7
Skilled craftspeople	12
Mail carriers	3
Bookkeepers	14
Farm/ranch operators	22
Self-employed	8

*Information collected for 62% of those registered for classes.

Housewives	74
Students	5
Service workers	33
Retired workers	1
No answer	72

READI attracted a variety of adults to the program. Most people took the class for a combination of the following reasons: improve job prospects, want to computerize small business, farm or ranch, and/or want to become more knowledgeable about computers in order to understand what kids are doing in school.

For many people this was a first experience with postsecondary education and a kind of trial effort to see if they wanted to continue taking classes. We predicted that a successful READI experience would be a stepping stone to other educational or vocational experiences. Data on 64% of participants indicates how successful the project was in encouraging people to continue learning.

PARTICIPANT PLANS FOR ACTIVITIES AFTER TAKING READI

Buy a computer	15%
Use a computer for tasks at home	11
Use a computer for tasks at work	13
Use a computer for home business or farm purposes	9
Use a word processor	3
Help children learn about computers	1
Look for a job where I can use my computer skills	11
Teach others about computers	3
Take more classes	27
Join a users' group	4
Other	1
No answer	1

READI graduates are using their skills in a variety of ways. In a survey taken 8 weeks after the classes finished, during the first year 57% of participants reported they were currently using their skills in areas such as evaluating and purchasing hardware and software, applying new skills to the workplace, and learning to use the computer to more efficiently manage a farm or ranch. One year later, the original group of READI graduates reported that, as a result of the course, they had:

Changed jobs	9%
Entered the labor market	9
Taken another class	22
Bought a computer	9
Other (got a raise, etc)	19
No response	31

(Percents may not add to 100 due to rounding)

PROJECT OUTCOMES

During the pilot period the project successfully developed and implemented a curriculum for rural adults. This curriculum was reviewed by experts from the Lawerence Hall of Science at UC Berkeley, the FIPSE Technology Study Group, and the University of Idaho College of Education.

Over 600 rural adults have enrolled in READI classes and an additional 250 have participated in READI sponsored community computer expos. We estimate that 40 k-12 teachers have used READI materials in their classes, affecting approximately 2000 students.

READI has also had an impact on the communities in which it has offered classes. Two counties did a survey of computer use in their area. Two other counties have developed community education and/or continuing education programs for rural learners as a result of the READI experience. Several counties have participated in economic development projects.

Potential READI Spin-offs -- In addition to sponsoring READI classes, county committees have expanded their interests and activities to include many follow-up activities and spin-off programs. Some of the ideas of interest to these groups include:

- County computer expos
- Computers and economic development workshops
- Community computer user groups
- Joint READI/4-H "each one teach one festival"
- Joint READI/school district training sessions
- Computers and farm management conference
- Parenting in the computer age workshops
- Computers and home management workshops
- County fair computer displays
- Computer and small business management programs

Developing Partnerships with Others

A key theme for education in the 80's is the formation of partnerships. The READI Project is essentially a partnership between an educational institution and community groups. The project also provides a means for working with other agencies and institutions. For example, many school districts have benefited because one of their teachers is a READI instructor. This instructor is able to bring new ideas, materials, and resources into the school as a result of the READI connection. READI benefits because most of the courses are taught at schools. In other partnerships, the Cooperative Extension Service and vocational education programs in small business management and farm management provide follow-up to the READI classes. Local businesses have sent employees to participate in READI and as advisory committee members. Finally, READI graduates have often returned to school for credit classes.

SUMMARY

Idaho, like many other states with large rural populations, must come to terms with the increasingly desperate economic and social problems resulting from high levels of unemployment and deindustrialization, lack of mobility, declining educational resources and technological illiteracy. Computer literacy programs are a resource for dealing with change because they provide resources to break this vicious cycle of poor educational background, high unemployment and increased social problems. The success of the READI Project illustrates that bringing educational opportunity to rural communities can impact both individuals' and communities' futures.

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Lowel Chamberlin, Regional Coordinator
Career & Voc Ed, Coos County ESD
1350 Teakwood
Coos Bay, OR 97420

REMOTE INSTRUCTION BETWEEN A SMALL, RURAL HIGH SCHOOL AND A COMMUNITY COLLEGE

Presenter/Institution: Lowell Chamberlin/Coos County Education Service District

Abstract

Recently, students from Powers High School took part in an experiment with remote, electronic instruction sponsored by Southwestern Oregon Community College, Coos County Education Service District, and the Oregon State Department of Education. The instruction took place between Powers High School and Southwestern Oregon Community College. Approximately fifty miles and two mountain ranges separate the high school from the community college, both institutions being located on the south coast of Oregon.

Students attended a one-hour session in Electronics every afternoon in a special lab situation in the high school library. This program was, perhaps, like any other beginning Electronics program except the instructor, Dan Kelly, was teaching from his location at the college. When it was time for the class to begin, a television set was turned on. This set was connected to the college through the use of two telephone lines. Included in the system was an electronic blackboard, a slow-scan television, and two phone modules. This enabled the college instructor to send video pictures over the slow-scan television.

The use of the electronic blackboard allowed the instructor the capability of storing up to twelve pages of material. Because of that, he was able to draw and send diagrams. By using the phone modules, students and teacher could communicate in both directions.

According to Dan Kelly, the project was very successful, and students interviewed at Powers High School said that it offered them a chance to take a course they would probably not have been able to take any other way.

This project began in the fall of 1985 with a special grant from the Oregon State Department of Education to Coos County Education Service District. The goals of the grant were to experiment with various types of communication technology and to explore ways of developing efficient, two-way instruction that might be adequate to serve remote schools, such as Powers High School.

Recently, a group of administrators representing eight different school districts traveled to Powers to observe the program. As one administrator stated, "If it works so well at Powers, why can't it work for some of the other schools?" A number of the local school districts are now studying this project to determine the cost feasibility for expansion.

The project was patterned after Utah State University's program in Logan, Utah. Utah State is conducting remote instruction to nine different school districts. Each site is capable of two-way communication between their sites. The instructor spends one week at each site, instructing the others from that site. That way, each student gets the benefit of being with the instructor at least one week.

Currently, Coos County Education Service District is looking at the possibility of expanding the system. There are also the possibilities that the local school districts will pick up the cost of the long-distance charges, the college will purchase the equipment, and the State Department of Education will sponsor the curriculum development. Other grant monies will be sought to enhance the project.

Southwestern Oregon Community College would house the instructor, and Approximately six different school districts would be involved. The telephone lines would be purchased from GTE. These would be 24-hour, dedicated lines that would allow instruction in a variety of subject areas.

The real benefit of this program is to allow school districts to offer specialized subjects to students that would not normally be available; i.e., Electronics and advanced classes in Language Arts, Math, and foreign languages.

From the experiment that took place in Powers, Oregon, it is believed that this type of instruction would be very beneficial and cost effective.

Herb Munro, Director
Colville Center/Extended Programs North
Institute for Extended Learning
Community Colleges of Spokane
165 East Hawthorne
Colville, WA 99114

INTERACTIVE COMPUTER GRAPHICS ENHANCEMENTS TO A RURAL ACADEMIC AUDIO CONFERENCE NETWORK

The Community Colleges of Spokane Institute for Extended Learning provides educational programs through extension centers in a 12,302 square mile area encompassing Ferry, Pend Oreille, Spokane, Stevens, Whitman, and a portion of Lincoln counties in Washington State. Despite linkages with thirty school districts, three Indian reservations, four centers for training the disadvantaged, an Air Force Base, and various industrial sites, several geographic areas, because of their remoteness and small population, were underserved.[1]

In the spring of 1984, Community Colleges of Spokane moved to address the needs in one of these areas by developing a Rural Instructional Continuing Education (RICE) module in Republic, Washington. Republic is located in Ferry County, a county with a total 1984 population of 6,100, many of whom reside on the Colville Indian Reservation in the southern half of the county; the county is bordered by the Columbia River on the east, the Okanogan region on the west, and Canada to the North.

Educational services provided in this RICE module include ABE/High School Completion/GED Preparation, community service clases, academic and vocational transfer courses, and counseling services for financial aid, veterans, student assessment, and career planning. While a few academic and vocational courses are delivered in the traditional manner (instructor in a classroom setting), most academic coursework is delivered via an audio conference network eminating from the Colville Center located 70 miles east of Republic in Stevens County.

The record of program success and high student satisfaction in Republic generated requests for audio conference academic coursework from other parts of northeastern Washington. This demand, coupled with the District's commitment to serve areas with limited access to education, resulted in plans to expand and enhance the audio conference system. Two additional sites in Ferry County, Curlew and Inchelium, were added to the audio conference network during the 1985-86 school year; expansion to other locations in Stevens and Pend Oreille counties is currently under review.

Current technologies were explored to determine the most economical way to enhance the existing network. One system, the Optel Telewriter II-PC™ Conferencing System, was identified which would provide high quality visual representations, access to a television quality "freeze frame" picture library, electronic "blackboard" or "notepad" capability, and computer interaction simultaneous with voice without having to use multiple telephone lines, cable microwave, or satellite. Initial installations of this hardware are scheduled for September, 1986 and will be at least partially operational for Autumn Quarter. Instructor training materials are also under development, and staff training and library development will take place prior to the initialization of the new system.

The Audio Conference Network

The network was developed in response to identified needs for academic credit courses in geographically isolated areas of northeastern Washington. Traditional delivery methods were inappropriate in these areas due to low enrollment prospects and unavailablility of qualified instructors. The solution had to be **low cost, relatively easy to implement**, and **flexible**. Audio teleconferencing met these goals, and has met or exceeded educational quality requirements as well.

Central to the audio system are voice grade (non-conditioned) dial-up phone lines. Because these can be secured for a relatively low monthly charge ($35-250/mo depending on distances involved), the cost per hour is quite low when the line is used a significant number of hours per day.

If classes are mounted on a typical 8:00 a.m. to 3:00 p.m. and 7:00 to 10:00 p.m. schedule, for a total of 10 hours per day, the cost per hour makes delivery of coursework to a small number of students very economical. Assuming 22 days/mo X 10 hrs/day or 220 hrs/mo, the per hour costs vary as follows depending on the line charge:

$35/mo line / 220 = .159 per hour
100/mo line / 220 = .454 per hour
250/mo line / 220 = 1.136 per hour

At these hourly rates, even a very large network would cost substantially less to operate than a system baseed on the $300-400 per hour charge for satellite video transmissions.

Equipment used in classrooms has varied from inexpensive conference telephone sets costing around $200 to more elaborate systems available through AT&T for around $1500. The larger the class the better the sound and microphone system requirement. More expensive systems are available (up to $5000 per location), but the limitations of older telephone company mechanical switching equipment tend to limit the gain in quality one would normally receive from a more expensive system.

Initially, phone line bridging was not used, but as the network expanded to include three remote locations, it became apparent that bridging would be required in order for students in the remote sites to have dialogue with each other. A short range solution was achieved through the use of a small business switchboard system available through Northern Telecommuncations for less than $2000. Further expansion of the network will also require that the bridging system be expanded.

During the 1985-86 school year the following classes were successfully offered on the audio conference network:

Fall 1985	Introduction to Business 101
	American Civilization 121
	English Composition 101
	Introduction to Humanities 101
	Business Law 205
Winter 1986	General Psychology 101
	American Civilization 122
	Advanced English Composition 201
	Introduction to Speech 101
	Speech Composition 109
	Personnel Administration 231
Spring 1986	Introduction to Literature 131
	Introduction to Politics 101
	Ethics 210
	Introduction to Logic 201
	English Composition 101

Students and instructors readily adapted to the audio conference system. Students found that they had to take a higher level of responsibility for learning than if they were sitting in the same classroom as the instructor. They also had to develop good listening skills.

Instructors found that they needed to speak more clearly, be better organized, rely less on non-verbal communication, and prepare visual aids, tests and other written materials in advance so they could be shipped via UPS or bus service to the remote sites.

Despite general satisfaction with the audio conference system, instructors expressed a desire to enable remote students to see and interact with spontaneously written blackboard materials, pictorial and graphic references. Students, although generally grateful for the opportunity to receive higher education instruction in their own communities, desired more participation in classroom activities than the audio only system afforded. It was with these criteria in mind that research was undertaken which would lead to implementation of the interactive computer graphics system.

Computer Graphics Enhancements

With technologies changing so rapidly, it was virtually impossible to track down every piece of hardware and software package that sounded like it could be used in teleconferencing. A direct approach to the issue was taken by sending a representative to the International Teleconference Association (ITCA) Convention in Madison, Wisconsin, which was sponsored by the University of Wisconsin Center for Interactive Programming (CIP). Teleconferencing professionals from throughout the world came together to present and examine case studies in audio, graphic, freeze frame, computer and video teleconference systems. It became apparent that a combination of computer graphics and freeze frame technologies would meet the needs of the Northeast Washington model.

A presentation by Denis J. Martin, Project Coordinator, Board of Cooperative Educational Services in Norwick, New York, on "Audiographic Conferencing in Small Rural Schools in New York State" provided an interesting model for exploration. He described a pilot project begun in January, 1985, to link six school districts in upstate New York via the Optel Telewriter II-PC™ Conferencing System. The essence of this system, as described by Mr. Martin, is as follows:

> "Central to the success of this system is its ease of set-up and operation. The call is started by the teacher 'who sets up the bridge.' Once all locations have been added to the bridge, the teacher instructs each location to put their system 'on-line' by pressing a button located on the modem. Once on-line, all participants have the ability to interact audibly and visually.

> The system's specialized software provides users with numerous capabilities. The central feature, though, is the real time transmission of handwritten graphics or keyboarded alphanumerics. Operating on a ' common screen' basis, each location views the screen and has access to it via the graphics tablet. In this way the system functions very much like older electronic blackboards. Key, though, is the common screen basis. This means any participant can pick up his/her pen and 'write something on the blackboard in front of the class,' without having to do any complicated keystroking to transfer control of the system. Other features of the system include the capability to write in two colors, an on-screen pointer, and selective or total erase. The software also allows for operation in both 40 (medium resolution) and 80 column (high resolution) display modes with 16 background colors and two palettes.
>
> In addition to these real time features, the Optel system also makes use of the storage and applications capacities of the microcomputer in which it is based. The Optel software gives the user the ability to create 'pages' (screens of information) and then write them to disk for later retrieval and transmission to remote locations. Optel provides a wide array of page management utilities that greatly facilitiate the adaptation of course materials. Using these, material is stored on disks in the same way that overheads and other planned visual support materials are incorporated in the traditional classroom."[2]

From this description and subsequent hands-on testing by Community Colleges of Spokane personnel, it is clear that the Optel system will provide the enhancements desired by instructors and students, and will also reduce or eliminate problems associated with delivery of visual aid materials to remote class locations.

Other advantages of a computer graphics system include those identified earlier in this paper as central to the northeast Washington solution: cost effectiveness, reliability, and flexibility. The Optel system is relatively inexpensive (particularly as compared with interactive television), has a short start-up time for acquisition and installation, requires little training to operate, and the equipment can be moved easily from one location to another and/or used for a variety of purposes. Because the equipment is dependable, easy to operate, and provides high quality

voice and data transmission, the potential exists for a wide spectrum of uses by many sectors of rural communities.

Partially because of this potential, but largely due to the positive impacts of increased higher education opportunities already evidenced in the area, local business and industry responded enthusiastically to requests for financial support for enhancement of the Colville Center's audio conference network. Several firms and foundations were approached by the Center in cooperation with the Community Colleges of Spokane Foundation, and grants ranging from $1,000 to $50,000, and totaling $78,000, were received within a six-month period. These funds will serve to augment the limited operational funds provided through the College's state budget by providing equipment for enhancement of the existing network.

Summary

Several of the problems typically associated with efforts to extend higher education opportunities to rural communities, including small class size, lack of qualified instructors, and maintenance of quality standards, are successfully addressed by an audio conference network. Students in remote locations can participate in classes offered through regional centers where class size requirements are already met, and trained instructors are available.

The addition of computer graphics capabilities to such a network increases the potential for classroom interaction and reduces problems associated with delivery of visual aids and other learning materials to distance learning sites. The Voice-Too modem incorporated in the Optel Telewriter II-PC™ system transmits voice and data simultaneously on one standard, dial up telephone line, thus preserving the cost effectiveness of the audio conference method, a key to realizing the goal of providing equal opportunity in education to rural America.

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